




HOW I DID IT

746

Plans & Devices
Briefly Explained
by Teachers Who
Have Used Them
Successfully





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HOW I DID IT

A Helpful Handbook for the Teacher, Made up of Devices,
Chosen for Their Originality and General Usefulness,
Which Will Give Variety to the Schoolroom
Routine and Add to the Value and
Effectiveness of the Teacher's Work

CONTRIBUTED BY
MORE THAN FIVE HUNDRED TEACHERS



SELECTED AND EDITED BY
GRACE B. FAXON



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How I Did It

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PUBLISHERS' NOTE

The devices embraced in this volume have been selected from the "Teachers' Help-One-Another Club," a popular department of the well-known educational monthly, *Normal Instructor-Primary Plans*. For nearly twenty years, teachers of city, village, and rural schools have contributed these original makeshifts, or "wrinkles," to this department, with the result that the vast accumulation represents a veritable storehouse of "First Aid" riches.

It was the teachers themselves who suggested that a means be found whereby they might avail themselves of the most helpful of all the material that had been published during the existence of the Help-One-Another Club. This book is the outcome of their desire.

Those who have used the devices as they have appeared from month to month in the magazine will appreciate this large collection, conveniently grouped into the various elementary school subjects. Viewed as a teacher's handbook of practical, everyday helps, one will readily see that there is hardly a conceivable phase of school work that is not touched upon; there is not an experience that might come within the realm of a teacher's activities regarding which some assistance cannot be obtained.

The book, which is the product of several hundred clever teachers, is offered to the public with the expectation of its meeting with enthusiasm in the teaching profession everywhere. Human nature is pretty much the same the world over, the old saw tells us, and if this is true, the device that was thought out in the exigency of the moment by the teacher in a village school of Maine may prove the stepping stone to success at a crucial place in the career of a teacher in a schoolhouse on the desert plains of Arizona.

HOW I DID IT

SCHOOL MANAGEMENT

PROGRAM AND OPENING EXERCISES

THE arranging of the daily program is often a problem to the new teacher. It is best to follow the program of her predecessor until she is acquainted with the school. After much experimenting I have found this order usually best for an ungraded school:

1. Opening exercises, ten to twenty minutes.
2. Number and arithmetic classes. Pupils learn this difficult subject best in the morning, while fresh. The older pupils work problems while I help the little number classes, who seldom can work alone.
3. Primary reading classes; grammar and history between recess and noon. Grammar requires reasoning; history is mostly a memory study.
4. Writing just after noon, ten to twenty minutes. The quiet at this time helps discipline for the rest of the day.
5. Primary reading classes; geography and physiology.
6. After recess, all the reading classes; drawing; spelling. These easy studies come last, when pupils are most fatigued.

Many teachers notice that the tone of the whole day seems set by the opening moments of the school morning. Cheerful, friendly opening exercises make a pleasant day. These suggestions may prove helpful:

1. Read a chapter from some bright, helpful book.
2. Draw or trace, and color pictures, or give a little talk on drawing, and illustrate on the blackboard. For example, sketch trees: palm, oak, willow, poplar, apple, etc., and explain their differences in form. Have pupils bring sketches of trees around their homes and pin them up for recognition by other pupils.
3. Talk about our bird friends and their helpfulness. Read

aloud from the Government bulletin "Our Common Birds." Ask the boys not to shoot or kill any birds except English sparrows. Ask pupils for reports on birds noticed.

4. Teach new songs, or sing old favorites selected by each pupil in turn.

5. Ask pupils to bring good stories to school and read them aloud.

6. Read aloud a noted poem and chat a little about the author as though he were a near neighbor.

7. Ask pupils to rise in turn and tell humorous anecdotes. This is nice for a dark, gloomy morning. Allow a little-clapping for encores to particularly good stories.

TWENTY MINUTES OF FUN

The many morning tasks and the long tramp along country roads or across fields made arrival at school on time a problem for my pupils. Suggestions as to rising earlier, despatch of duties, talk on promptness as a virtue, written excuses for tardiness (always demanded) proved of little avail. I planned a change. Exactly at nine came the reading from "Little Men," or whatever book we chanced to be enjoying, then singing by a member or members of the school, a short story, or a recitation. This portion of our daily program occupied only twenty minutes, and varied each day. Sometimes we exhibited curios, played some intellectual game simple enough for all grades, or held a chalk-talk.

By using extracts from our story book in our lesson work, more of an interest was aroused. Since I refused to lend my book, every child strove to be present when it was read, and thus prompt and very nearly perfect attendance was secured.

QUOTATIONS AND SONGS

For several years I have used ethical memory gems in connection with my opening exercises. I am principal of the school in which I teach, and at the morning exercises, in which all the grades take part, I called on each one of the five grades to recite a memory gem once a week.

Each year I found it increasingly difficult to get verses suitable for use. Last vacation I solved the difficulty. I bought five blank books and copied into them verses suitable to each grade. Most of these verses I found in my files of Normal Instructor and Pri-

mary Plans. I did this work at odd moments through the summer, and really enjoyed it. My teachers say it has saved them many precious minutes that they used to waste vainly hunting through books and magazines for something suitable.

Later I added poems suited for special occasions, such as Columbus Day and Thanksgiving. I owned those poems, but they were scattered through a large collection of books and magazines. Now I have them where I can always find them promptly.

Another device I used to make the opening exercises more attractive was a chart with the words of the songs and hymns sung by the children. We did not care to ask the children to buy books, and, besides, we could not get books with the special songs we liked. I bought a few full sheets of paper from a newspaper office, tacked one edge between narrow strips of wood, put hangers on the ends, and the chart was made. I used black ink and a pencil with a cloth over it as a brush, and copied the words of the hymns and songs we wished to use.

EARNING A PENNANT

A pretty pennant was purchased and put into a long, narrow candy-box. Each child was allowed to paste a seal at the edge of the cover. They were told that the box contained something pretty that should decorate the schoolroom when it was earned. Every day that our record of punctuality was perfect a seal was removed. (I kept a list of the order in which the children placed the seals.) If a child was tardy, there was a delay of a whole day. And the rule was made that the teacher should remove that seal the next day, the order of pupils' removal of seals being taken up again the next following day of perfect record.

The interest became keen, and tardy children were very unpopular. When the last seal was removed and the pennant won, there was genuine delight.

MAKE THE EARLY MORNING INTERESTING

I plan to have something very interesting the first thing after roll-call: a study of some insect, bird or flower, with use of the microscope; a contest in quick addition, with the winner's name on the blackboard for the day; a stereoscope and a few views to be passed among the children,—anything which it will be a disappointment to miss and which cannot be seen again that day.

HOW WE SECURED PUNCTUALITY

We have an enrollment of about one hundred pupils. Seven months have passed and we have had only seven cases of tardiness. The grammar room has a record of only two tardy marks in three years. Last year it held a perfect record in this respect. The average attendance for the three years is eighty pupils.

One eighth grade pupil has not been absent or tardy during her eight years of school attendance. Many have a record of five years of similar credit. Two graduates attained a record of seven years of perfect record in these matters. This shows that we make much of punctuality. We believe the habit is a most useful one to form.

We use simple methods of encouragement. For one thing, a hearty clapping of the hands follows the announcement that all are present and on time. No one likes to start the day without this, now. Our school board offers a further incentive by giving a quarter-holiday to the class that has the highest per cent in its attendance and punctuality marks for the month. We are proud of our pupils. They are truly "one with us," and it helps them.

TARDINESS CARDS

We draw a pretty picture and write or print the following on it: "No Tardiness This Week." This card is hung on the wall, and remains there as long as there is no tardiness. The pupil who comes in late has to climb up and take down the card, a very embarrassing task. This device has been so effective that our tardiness decreased from 119 to 37, in one year.

SILENCE BELL ON THE GROUNDS

There are many little things that count tremendously in the keeping of good order in the schoolroom, and the neglect of which may overthrow careful planning along other lines. One of these is good order in passing into the school building. Last year the principal of our building adopted a plan that we all like very much. We call it the silence bell. One minute before time for the children to pass in, the gong is rung. Every child immediately stops his play and stands just where he is. Then the bell rings again and the pupils walk quietly to their places in line. Thus all pushing and scrambling are avoided.

COLORING CALENDARS

I make a calendar for each child at the beginning of the month. I use rather heavy paper, five by eight inches. I color this foundation paper. I cut from white paper some little attractive month-emblem. For October, we used an apple. Below the emblem a month-pad is pasted, with a square for each day. I place the calendars low enough for the children to reach them. As a part of the morning exercises, I allow each child to go to the calendar-border and color the day's square red. I myself color the square of any child who is absent, using blue instead of red. I make up my attendance at the end of each week from the calendars. At the end of the month, the children take home the calendar for that month. They are delighted when all the squares are red, and try hard to avoid having blue squares.

BERRIES, FRUITS, AND FLOWERS

The following device succeeds with first grade pupils.

On a blackboard at one side of my room, in June, I draw three strawberries and color them. Underneath them I write the word "Boys." Then I draw three more strawberries bearing the word "Girls." For each boy who is tardy, I put a bad speck in the boys' strawberries; for each girl who is tardy, a bad speck in the girls'. At the end of the month the side which has the most perfect berries (bearing the least specks) wins. To make the bad specks, I usually make a round spot with white crayon, as white shows more plainly than any color.

I try to get berries, fruit, or flowers appropriate for each month. In the winter months I use tropical fruits; for the early spring months, the very early spring flowers. I put specks in the flowers just as in the fruits, and make believe that the frost has bitten them. It is really surprising how the tardy marks decrease when the children become thoroughly interested.

FANS AND "SKY-CARDS"

I make a fan for each child, using nine pieces of light-weight cardboard of the required shape. These are fastened with brass fasteners, and narrow ribbon is run through slits at the opposite ends of the cards, to allow of opening and closing the fan. Each month is thus represented by one card of the fan. The weeks are

represented by stars pasted on the cards. The five points of the stars suggest the five school days of the week. Perfect attendance secures the full number of stars. The children are ambitious to take home a beautiful fan at the end of the year. Occasionally they are allowed to take a fan home to show progress. This plan can be amplified at need.

I have also used blue cards on which are written the words, "Let Your Sky be Full of Stars This Week." Gold stars are pasted on the card for each day of perfect record for attendance and promptness. Black stars and red stars show absence or tardiness. A white crescent moon may be added, if desired; this should be pasted in an upper corner of the "sky-card."

DISMISSING EARLY

We try to have perfect attendance by dismissing those classes which have 98% in attendance at two o'clock on Friday afternoon. The class which has the highest attendance for the week gets the banner, which is triangular and has on it the words, "Perfect Attendance." The banner is placed in a conspicuous place in the classroom, and the classes try to outdo one another in getting it. The attendance of all classes is placed on a blackboard in the assembly room so that it can be seen by all pupils. The class which heads the list feels highly honored.

INSTILLING TIDY HABITS

The children had not been taught to keep their things in place, nor to put their books away for the night. As a result, every afternoon when school closed I found desks covered with books and pencils, and the floor littered with bits of paper. Neither lectures nor punishment seemed to do any good. At last I hit upon a plan that worked. I bought a lot of small scrap pictures of flowers and animals, at a cost of ten cents for two hundred. One morning I announced that hereafter every pupil who left a book, pencil, or scrap of paper on his desk or on the floor when he went home in the afternoon would, on the following morning, find his name written on the blackboard; and that those who put their things away and kept their desks neat would, at the close of the following day, receive a small picture. I also made it a part of the rule that those whose names appeared on the board twice during the same week should remain after school some afternoon and

help me sweep and put the house in order; but that those whose names did not appear on the board for a whole week would receive a beautiful postcard.

It was hard for them at first, and the cards went slowly. However, they improved rapidly, and before the term of school closed it was a rare occurrence for me to write a pupil's name on the board. This year I have the same school and am using the same plan, but we are having no trouble in keeping our things in their places. I give no day or week prizes, but at the end of each month I give a two-cent picture to every child whose deportment for the month has been good and who has kept his desk neat. I have twelve pupils, and always have twelve pictures ready at the end of the month, for it is a rare occurrence when every child does not receive one.

WORTHY USE OF THE FLAG

I wonder how many teachers have found that, in a country school especially, a great deal of noise is occasioned by thoughtlessness on the part of the children. I have at last found a plan which succeeds, partially, at least, in removing this difficulty.

I purchased a small United States flag which I took to school and showed to the children, explaining that I was going to divide the school into two companies, according to the location of their seats; and that the company which succeeded in keeping the quietest during the day should be rewarded by having the flag hung on their side of the room during the next day; and that the flag should be changed each day according to the deportment of the day before.

SELF-GOVERNMENT

In the country school of mixed grades, many teachers find discipline their bugbear. The following plan has proved excellent. The school is divided into two societies. The object of each society is to excel in good order on its side of the room. Untidy desks, unnecessary noise, whispering, and impoliteness (which includes a "multitude of sins") make marks of discredit. Each society has its name and badge. Penny pins, suitable for badges, may be obtained from Sunday school supply houses. To obtain at that price, however, you must order from their list. Choose mottoes and colors to correspond with the pins. The officers are president, secretary, and historian. Each society gives a program

once in six weeks. A prize is given to the winning society at the end of each half year. These prizes are something for the school-room that all pupils may enjoy, but the honor goes to the victors.

This plan puts the government of the school in the pupils' hands. Rivalry is keen, and the older pupils work with their teacher to keep this rivalry friendly. The librarian and reception committee are chosen from among the older pupils.

PENNY PICTURES AS MERITS

Get as many envelopes as you have pupils, write the pupils' names upon them, and then string them across some corner of the room, calling it "Goody Land." Get some white pasteboard and cut into quarter-inch squares, placing on some of them No. 1 and on some No. 2.

Give the pupils who had their lessons well a square with a 1 on it, at the end of the day, and those who had them fairly well a square with a 2 on it. Then tell them to come with you and visit Goody Land and put their tickets into the envelopes that bear their names. Say to them: "When you get ten tickets having No. 1 or twenty with No. 2, I will give you a picture."

This device has worked finely with us. The children are delighted with it, and work hard to get a ticket every day. We use penny pictures for rewards.

TURNED SCHOOL INTO A TOWN

It had always been my custom to speak to a pupil when the floor near him had paper or dirt on it. The usual command before intermissions was, "Please pick up all the paper on the floor near your desk." Often I found it necessary to speak the second time to a careless boy who did not wish to take the trouble to pick up all the small pieces.

But last year I found a plan that saved me all this trouble. We called our room a town, and named the streets First, Second, Third, Fourth, and Fifth streets. When I announced the plan you should have seen the loose paper that came out of the books in some of those desks. When any one saw a dirty house on any street he was to report that number to the mayor. Each was very careful that his own street was clean. Some even swept their street out at noon and recess. The interest in a clean town was keen to the very end of the term.

INCIDENT IN TACT

My first school was in a splendid neighborhood of intelligent and progressive people, with an enrollment of fifty-five, ranging in age from six to twenty-one, and in accomplishments from A B C to algebra and higher English. The year previous, the teacher had been compelled to resign, or, as it is usually expressed, "The pupils had run the teacher out," and dire results were predicted for my first efforts. I found many studious pupils, but several drones and rowdies who were ever ready to lead in revolt or mischief. They had never been taught to place their books in the desks, and it was my "rule" to make no "rules" until they were needed. But I knew of this habit by a previous visit to the school, so when it came noon I announced that it was twelve o'clock, and as soon as all books and slates were in the desks we would be dismissed for noon. Before they had time to realize that they were being reformed they had complied with the request and were merrily eating their dinners. The same rule was observed in the afternoon. So, without making any "rule" for the purpose, the pupils were all observing one that is essential to good school government.

WEST POINT SOLDIERS

One afternoon I told my pupils about a visit to West Point, and explained my observation of the soldiers on dress parade. Then I asked, "How many would like to try being soldiers for the rest of the year?"

By the manifestation of eager upraised hands, it was evident that all were anxious to try. We devised a plan something like this: Each lesson was to be a battle—a good lesson a battle won, a poor lesson a battle won by some enemy, such as indolence, impatience, inattention, or wasted time. Then we drew up a set of orders intended to train our soldiers in courage, obedience, thoughtfulness, truth, and patience. We tried to follow out one of these each week, as our time was limited. The teacher was to be the leader of the soldiers, and the fact was impressed that a good soldier always obeys his leader's orders.

We all started in as common soldiers. One who was victorious in a certain number of battles each week remained a soldier; a certain per cent higher entitled the warrior to the rank of good soldier, provided the conduct was good in each case. I kept a

record of the battles won—good lessons recited or tasks done correctly—and tacked it on the bulletin board each Monday morning. At the end of the year, those who had won a certain number of battles each week and whose conduct had been exemplary were promoted, according to their attainments, from good soldiers to generals.

I found this plan very helpful in teaching the grammar grades of a two-room school. It did not create undue competition, but rather helped to build character, produced better scholarship, increased loyalty to country and flag, and helped us to become better acquainted with our history. We also wrote a little historical play in connection with it.

GOOD ORDER IN GETTING WRAPS

I always have my pupils pass into the hall, get their wraps, and then put them on in the schoolroom. There is but one objection to this, and that is the noise and confusion caused by taking one another's wraps. I find this a very good way to deal with this phase of disorder.

Just as the pupils go to get their wraps I tell them if they go quickly and quietly I will tell them a story while they are getting ready to go home. I begin as soon as they are back in the room, and it is surprising how quiet and orderly they will be while listening to the story. This does not prevent me from helping some of the smallest ones fasten together their cloaks, hoods, and so on, for if I know the story well I can go on with it while I am helping them to bundle up. Besides lessening the noise at the closing minute, it puts the children's minds in a more congenial attitude. Many a boy who has been all ready to run right home to Mother and tell some bad tale of school will forget all about his troubles after listening to the story of Brer Fox and the Tar Baby, or the funny little negro Epaminondas.

DON'TS IN DISCIPLINE

One of the first things many teachers are tempted to do at the beginning of the term is to make rules; and a good thing to remember in this connection is to stop making them before you begin. As surely as you tell a room full of pupils that they must not whisper, each separate one there will think of some very important thing to tell to some one near him, and he will fairly ex-

plode until he has relieved himself of that idea. Any one who reads this will know from his own experience that this is true, for practically every person has met the same condition in his school life. And it is the same way with anything else that is forbidden. As soon as the children hear what it is, that is the very thing they want to do most; so don't make rules.

Don't neglect the first case of insubordination or disobedience that occurs. Attend to it promptly and judiciously, even if it is the very first thing you have to do after ringing the bell, and it will very likely be a long time before you have the second. Children will know by the end of the first day of school just about how far they can go, and it will be a pretty difficult thing for a teacher to regain control lost during the first six hours' acquaintance with her pupils. One never knows just what is going to happen; but the teacher will have abundant opportunity on the eventful first day to impress her force of character on her pupils. It will be far easier to overlook slight disobediences later on in the term, when she has become acquainted with the different dispositions of the children, than on the first morning.

Don't imagine that you can treat all pupils alike. Some scholars will go quietly and diligently to work to prepare a lesson that others in the same class will not be willing to give five minutes' effort. Now, if there are any little favors to bestow—such as reading a story, or any particular thing the diligent pupil may like to do—let him do it; and make it plain to the restless, unruly pupil that he can gain the same privileges by attending to duty first.

Don't punish the little children for their little offenses, and pass by the things that the older pupils do to produce confusion, disorder, and trouble. If the older scholars are kept within bounds and made to know that they must obey, the smaller ones will give no trouble. The teacher who is determined to have a quiet, studious school will not neglect to give prompt attention to misdemeanors on the part of the older pupils.

Don't fail to have a daily program; for recitations of course, and for study periods *by all means*. Then each child will know just exactly what he is expected to do at each period of the day.

Don't neglect your own daily preparation. No matter how many times you may have reviewed a subject, it will do no harm to have it fresh in your mind; and the teacher owes it to herself as well as to the scholars to make everything as interesting as possible.

One more thing: don't fail to be on time. The teacher had better be on the school ground at seven o'clock, if necessary, than

to allow any of the scholars to get there first. If several of the children get there ahead of the teacher, she will be compelled to listen to all sorts of complaints that she can never get the real facts about; and if she is really late, she has invited tardiness among the pupils;—so don't be late.

BUSY CARD

Often there comes an occasion while the class is working, when the teacher must give undivided attention to some matter of routine, reports, or preparation. At such times even necessary hand-raising or desk consultation is distracting, and the "Busy Card" becomes a boon.

The "Busy Card" is simply the cardboard back of an arithmetic block, about nine by twelve in size. On it a pupil has been allowed to print in plain, bold letters the one word BUSY. To notify the class that no interruptions are desired, the card is set up on the teacher's desk, or hung on a small hook at the top of the board just over the teacher's head, where the pupils cannot fail to see it. Many minutes are saved in this way, for both pupils and teacher.

COMPETITION IN DEPORTMENT

I let the pupils choose two leaders, and these leaders choose sides, with twenty on each side. Each side chooses a name and colors, such as Sunshine Band and Fair Play Club, with the colors yellow and red, and white and blue. I place on the two front blackboards the names of the societies and the names of the members of each, and rule off four squares opposite each name, one square for each week of the month. Demerits are counted against a child for disorder of any kind, ranging from one to ten according to the offense. Five demerits count as one per cent off the deportment grade. At the end of the first week the demerits against each child are placed in the first square opposite his name, at the end of the second week in the second square, etc. At the end of the month, the society having the least number of demerits against it is the pennant winner, and carries the pennant above its blackboard for the next month. The pennant is made of felt and bears the monogram of the winning club in the club's colors. The next month we begin again. This plan keeps the deportment of each pupil before them, delights the children, and causes a great deal of healthy rivalry.

EFFECTIVE PUNISHMENT

Punishment by ruler is an unheard-of thing in our first grade. The children are only babies, and a great many times are naughty when they mean to be good. In our school, tags are used if the children are late or naughty, and are made in this way: Take a square of paper and write the word "tardy" or "naughty" upon the paper. We use green crayon for a very naughty child, yellow for slighter punishments and black for greater ones. These are pinned on the children.

Under my desk is "prison." Every child hates to go to "prison," even if it is only for a short time. We never need to use the ruler.

SCHOOL A CITY

I divide the room into "wards," as though it were a city. Each pupil is known as a citizen. A councilman or alderman is appointed for each ward. The wards are numbered. Twice a day—just before the noon intermission and just before school closes in the afternoon—these aldermen make written reports as to the condition of their respective "wards." If any citizen has let his "home" (desk) get untidy—scraps of paper on the floor, etc.—his name is turned in to the "mayor and councilman-at-large" (teacher) who sees to it that a white flag bearing the words "Lazy Citizen" is hoisted before that citizen's home. But very few are the times when this has to be done. The officers serve one month—(a make-believe year).

DEALING WITH INSUBORDINATION

Rufus failed in his geography lesson and was asked to remain after school. At the close of school I assigned him a topic and asked him to write on the board what he knew about it. He refused to do this and was told that he could not be excused until it was done. I sat down to correct papers. Half an hour passed; an hour; and Rufus still refused to make any attempt at the lesson. His look of dogged determination frightened me. I felt that he would sit there into the night, just for the sake of defying me. With a great effort I threw off my nervousness and tense feeling, arose, put away my books, and said, "My work is finished, and I am going for a walk. When you are ready, you may write the lesson on the board and ask the janitor not to erase it.

I will look it over in the morning.” Turning at the door I said, “I hope that you make the right decision, for I want you to remain in my class.” Then with a hearty “Good night, Rufus,” I was gone.

Upon opening the door the next morning, the first thing I saw was the geography lesson, neatly written on the board. Rufus never gave me any trouble after that.

GOLDEN RULE IN SIGHT

Don’t put a long list of rules on the board the first day of school. Some lively boy will be tempted to break a few just to see what will happen. Besides, you don’t know just what rules your new school will require. I usually write the Golden Rule on the board with yellow chalk, and remark that it is my only rule for the present and all will do extremely well if they can live up to it. The quick-witted pupils smile appreciatively.

Of course every school needs certain rules. I keep mine in my notebook to exhibit at need.

1. Don’t leave your desk without permission.
2. Don’t ask for help during a class period.
3. Don’t annoy your schoolmates so that they cannot study.
4. Don’t whisper.
5. Always treat others with respect and courtesy.
6. Don’t borrow.
7. Be sunny.
8. Keep your desk in good order.
9. Keep busy; don’t waste any work-time.
10. Think for yourself.
11. Be thorough.

Pupils can be asked to step to the desk to read a violated rule.

SUGGESTIVE DRAWINGS

Workers with primary grade children like to find ways of obtaining results without the frequent use of “Don’t.” When Frank leans against the desk he must be made to remember that this is not school fashion. Suppose we ask, “Are you lame, Frank?”

Draw on the board a picture of a stork standing on one leg. Until the children have been some time with you, it will be well to say occasionally, “I hope we shall not have many storks in class

to-day." A glance at the picture and a meaning smile will bring good soldier positions, and if visitors happen to be present it will be such a satisfaction to be able to accomplish the result without a word. If feet are noisy in the line, or at any other time, quiet can be attained by this device: Keep upon the board drawings of a pair of house slippers, and a pair of clumsy, clumpy boots. A sidelong glance at these drawings will serve the purpose of a "Don't," and much more gracefully.

A small drawing of a group of tall trees bending as if before a high wind may occupy a bit of wall space near the top of the door. A decided glance upward at this drawing will, if there is an understanding about it, silence all whispering or "lip-studying." No one wants the heavy sighing of the wind in the trees, or a sound like it, to disturb a schoolroom's quiet.

KEEPING RUBBERS TOGETHER

With two-score of small folk in one's charge, the days necessitating overshoes are apt to be trials. They used to make kindergarten a veritable burden on rainy, muddy days, until we insisted that every child, in addition to having his name legibly and blackly written in both rubbers, must have a small flat button sewed in them at the back and close to the top. We then laid in dozens of lengths of stout string with a loop at each end, and as the little ones removed their wraps and rubbers these loops were slipped over the buttons, the galoshes kept in pairs, and hung neatly up on the same hook with the coats and caps.

HOME CREDITS

Country children generally do some home work, and when a reward for it is offered it stimulates activity and acts as a bond of common interest between home and school, so that the parents are very enthusiastic over it. When five hundred credits have been earned a small diploma is granted; when three thousand are earned a large diploma is granted, which entitles its owner to one-half credit in the neighboring high school.

A telling incident occurred among our pupils. Two brothers had many chores to do at home, and competition was keen to see who would first earn five hundred credits. One of the boys had a bad temper and was accustomed to fly into a rage and leave the work for his brother to finish, but after they began working for credits

he had no sooner reached the house in one of his mad fits than he recalled the fact that he could not get credits for getting grouchy, so he returned to his work with an April face, and soon outgrew the habit of "raging," much to his parents' delight.

The boys vied with each other in bringing in the day's supply of wood and kindling, in carrying water, wiping dishes at noon, and one boy even offered to come to school early to build the fire, just to earn the credits. The barns thought spring house-cleaning had come; the horses were curried as never before. Best of all, the children learned habits of thorough performance of tasks, as no credit was given for poor work.

GETTING THE CO-OPERATION OF PARENTS

I often found it difficult to get the parents to co-operate with the school work. In one school of sixty pupils I wanted to add drawing to the school program. The children were much pleased and anxious to get paints, but many of the parents objected, saying it was a waste of time. One night to each family went an invitation to a "drawing lesson," next afternoon. Nearly every family was represented, and after explaining how the drawing helped in other studies there was no more trouble about the drawing. We served refreshments to the parents after the lesson.

INVITES PARENTS TO VISIT SCHOOL

Much has been said about the lack of co-operation between parents and teachers. The following plan has proved successful beyond all expectation.

Several days after the opening of school I sent to the parents of each of my scholars an invitation thus stated:

Miss Hazel R — cordially invites Mr. and Mrs. James L — to visit room No.—, G — school building, at any time during the ensuing term.

She also requests them to communicate with her relative to any troubles or misunderstandings in connection with the school.

Before the end of the first month the parents of no less than one-third of my pupils had visited my room in compliance with this invitation, although an entire term had passed unrelieved by parental patronage, and many contentions were amicably settled, which is a cause for rejoicing.

SCHOOL REGENERATION

Shortly before my advent in the district, the roof of the school building had been raised and resingled. The old shingles lay about the yard. Burdocks and other weeds were plentiful. A stone wall at one side had tumbled, and in three places about the door were ash-heaps which had evidently accumulated through the years. The pump lay near its rotten platform in the corner of the yard. No one's sense of neatness seemed offended, but I felt that the scene might be changed. The children willingly put away as many of the shingles as the small shed would hold, and we burned the remainder day by day. The pupils had no recess and needed the hour's nooning for lunch and play, but each child pledged himself to carry one hod of ashes from those unsightly heaps each day and place them upon the road. They also put in the pump, and brought some boards and repaired the platform. They pumped the well clean and dry, putting the water about the young shade trees.

One day we had a bold robbery game, and most of the burdocks came up by the roots. It took until spring to pick up the coal and rubbish that had been scattered. But how proud we were when the grass appeared again! We bravely pulled weeds after school, made some cinder paths and flower beds, also planted more trees. Our trustee noted the improved surroundings, and a new doorstep came next, fences were righted, other repairs made, and the buildings painted. On Arbor Day we raked the lawn and had a bonfire. Later we held an outdoor program to which many of the parents listened, and afterward we had a picture taken of our really pretty schoolhouse and its neat surroundings.

PARENTS' SOCIAL IMPROVEMENT CLUB

About a year ago our school arranged a Mothers' Day program and sent out written invitations to every family in the district. Many came on the appointed afternoon. I had invited our superintendent to help me on the occasion, and after the program he gave a talk on the advantage of an organization, and a Parents' Club was formed that afternoon. A committee was chosen to look after affairs until the next meeting.

In October a second meeting was held at which we elected a president, vice president, secretary, and treasurer. Meetings are held monthly, with dues of five cents. The club is known as the

Social Improvement Club. We have had one supper which, together with the dues from about fifteen members, has given us a small sum to work on. New curtains and water jars have been purchased, and it was voted in the last meeting to purchase a screen door and window netting.

At the meetings the people have a social chat, talk over school matters—which gives a fine chance to become better acquainted—and a simple lunch is served. The outlook for school betterment is encouraging.

SCHOOL IMPROVEMENT LEAGUE

Perhaps some of you are familiar with the common type of district schoolhouse in small sections of the town, far from the advantages offered to village children. On the first morning that I entered the one-room building I was discouraged. The room was large and bare. There were six windows, dirty and uncurtained. There were no maps, pictures, or anything to break the monotony of the bare, dirty walls. The seats were of the old-fashioned kind, and had probably been in the rooms for forty years or more. The woodwork was painted with stripes of red and dull gray. There was a small wood stove, a battered desk, two chairs, a clock, and a chart published in 1885.

The first thing I did was to start a "School Improvement League." We chose our officers and did things in a business-like way, which was both pleasing and instructive to the children. We decided to pay dues of one cent a month, and then proceeded to discuss methods by which we could obtain more money. We finally decided to furnish a box supper and entertainment, asking all the ladies in the district to bring a box containing a supper for two, the men being expected to buy the boxes at auction after the entertainment. We were very successful, and found that we had over ten dollars at our disposal. We used the greater part of this in purchasing material and hiring a painter to tint the walls and ceiling.

We next got up a soap order among the parents and friends of the children, securing a fine assortment of books as our premium. The parents began to take more interest in the school and visited us frequently. The books pleased us so much that we got up another order and got a splendid bookcase.

The next term we had another entertainment and supper, and were richer by nearly fifteen dollars. We bought a set of maps

and several large pictures, and when they were all hung on the walls, I can tell you that it was a happy and proud little school and teacher. The town sent us curtains for the windows, repaired the plastering, and replaced all the broken panes of glass. Later they put in new desks and a new floor, and repainted the woodwork.

I am writing this with the hope of encouraging some teacher in a shabby little rural school. I believe in getting acquainted with the parents, getting them interested in the school, inviting them to visit it. Keep inviting until they *do* visit it, and see for themselves what a forlorn place it is, and then ask their help in improving it. Go slowly, for country people are shy of strangers and opposed to new ideas. Win them through the children, and the rest is easy.

SCHOOL OUTDOORS

When warm days come, often, as a special treat, I allow my pupils to have school outdoors. We choose a shady spot. Some old boards laid on the ground serve as desks and seats. The recitation seat and teacher's chair are brought out, and each pupil carries in his book satchel the books and pencils he will need. Any continued misconduct is the signal for an adjournment indoors, but this punishment is seldom necessary, as even the most restless are influenced by the peace of nature on a calm, bright day. The depth of the leafy green trees seems soothing to jangled nerves. This is a nice plan for the last session of the day, when everyone is restless and nervous, and the classes at that time are those that do not require the board or use of writing materials. This plan is helpful to the nervous teacher whose nerves "jangle out of tune" before four o'clock.

"HOSPITAL" AND "MOURNER'S BENCH"

In a corner of our schoolroom are a chair and a small box. This is our "hospital," where pupils who whisper or misbehave or are "ill" in any way are sent for convalescence. The "mourner's bench" is situated on the playgrounds. This is a small green bench, and is occupied during recesses by older boys and girls, generally boys, who have not followed the rules of the school. As there are interesting games taking place most of the time, it goes hard with a baseball team—and with the boy himself—to have their favorite pitcher sitting on the "mourner's bench."

BLACKBOARD CURTAIN

Hang a pretty curtain of silkolene or other material over a portion of the blackboard so as to conceal a written lesson. Children like a surprise of any kind, even about a lesson.

SUNSHINE FOR RAINY DAYS

1. Open school by telling amusing anecdotes. Allow pupils to rise and tell some, also.
2. Draw and color during the opening period.
3. Read an interesting story, if too dark to study, or let pupils close books and listen while you tell stories from history or tell in easy words the story of a whole epoch of history.
4. Have a public sale, each pupil making a list of his purchases.
5. Tell the life-story of some great man or woman, as Edison or Miss Alcott, and show how each has made life happier or easier.
6. Learn new songs.

DAILY REPORTS TO PARENTS

Daily reports after the following model have been found to work well. The pupils remain every afternoon and the lessons in which the child was unsatisfactory are checked off, the blanks filled and the reports sent home. The slips are brought back signed, the next morning.

Daily Report Blank

(Date)

My dear Sir,

Your { Son
Daughter

failed to-day in

{ Arithmetic
Spelling
Language
Geography
History
Agriculture
Sanitation
Reading
Writing
Conduct

.....Teacher
.....Parent

MOTHERS' CLUBS AND DIRECTORS' MEETINGS

I once undertook to teach a rural school that for some time had been known to be troublesome. After a short time I found that my success as the teacher of that school rested almost entirely upon the willing co-operation of the school directors and the mothers of the children. Accordingly, I sent written invitations to every mother in the district, requesting her presence upon a certain afternoon at a little school entertainment. At the close of the exercises I addressed the parents in a short, friendly talk about the school and conditions, suggesting that in order to make ours one of the best schools in the county we must have the help of the mothers. I then proposed the formation of a little club that should meet once a month to discuss the school work and plan ways for improving the building and grounds.

My earnestness and intense desire for a better school probably helped to convince these people that such a club would be helpful, for the organization was soon effected. These monthly meetings proved quite inspirational to both parents and teacher, and accomplished many excellent things during the school year.

At my request, also, the directors promised to visit the school at the close of every month, to receive my schedule, examine the records, and note the condition of building and equipment.

DAILY PREPARATION

Tact and inspiration are important factors in the schoolroom, but with these should go daily preparation to make results take definite form. Have you ever tried this for daily plans? Divide the pages of an unruled tablet into squares, one for each class. When planning the next day's work, indicate the subdivisions of lessons and the objective points of recitations in each respective square. By an occasional glance at these suggestions we are reminded of the important facts to be brought out in each lesson.

PREPARING FOR CLOSING

We prepare for the closing of school about two weeks beforehand. Of course, I am referring to the "housework" side of the school. Each afternoon, after recess, we have a "scrubbing party." We take the books and erase all marks. If the books require mending, the children are very adept at fixing them. All

this has its advantages. From the teacher's standpoint it is economic. With the vast amount of clerical work now required to be handed in, she certainly can appreciate this saving of her time, labor, and patience. From the child's standpoint it is practical. In the first place, he may have helped make the book. It teaches him to be more careful in the treatment of public property. The manual side is effective, since it impresses on him the value of neatness.

During the last week each child takes home his inkwell and cleanses it thoroughly. His ruler receives the same treatment. On Thursday we wash the desks and chairs in a disinfectant. The box of pencils is sharpened just as if we were to return the next week. This is a great help on the first day of school. I get the pens ready too.

My plan is "to have a place for everything and everything in its place," so that, in case I do not return, my successor will have no trouble in locating things.

COSY CORNER

As a special privilege, children visit the "cosy corner." It is supplied with a few low rockers and chairs and an attractive low stand with papers and pictures on it.

PATTERN SCRAP-BOOK

I wonder how many of you have a pattern scrap-book. Mine has been a boon to me.

I got a loose leaf notebook and removed all the leaves. Then I put in large manila paper envelopes instead, in each envelope a different kind of pattern. After that, the patterns prepared for each lesson were saved for next time, and my book grew fast. The envelopes were marked with the kind of pattern, numbered, and indexed by numbers.

I got patterns from educational papers, advertisements, frontispieces of magazines, offerings from the children, postal cards, worn-out readers, and catalogues. A glance at my index will give you some idea of how helpful it is: Children, birds, bells, bears, leaves, shoes, cows, trees, camels, squirrels, lions, heart, hatchet, ship, stocking, pumpkin, dog, rabbit, Indian, turkeys, Pilgrims, bottles, snowman, vegetables, fruit, acorn, fish, butterfly, deer, holly, Santa Claus, pig, fox, cat, flowers, Washington, umbrella, Maybaskets, geometrical figures.

"FUNNY BOX"

Sometimes a child gets hurt on the playground and sheds tears freely. The promise that he may look at the contents of the "Funny Box" always dries them. If a child feels "blue," the "Funny Box" never fails to cheer him up.

The "Funny Box" was originally a chalk box, which has been sand-papered, and decorated with a pyrographic machine. The box is colored and varnished, and inside are things that would make you most "die a-laffing" if you didn't see them too often.

There are two little cats made of lead, which will stand on four or two legs equally well. When you stand them on two legs their front paws hold up tiny baskets made of peach stones. There is a prism, in which you can see lovely rainbows when you hold it to the light. The little bronze hoe, rake and spade are fine to use on the sand-table. There are three roly-polys that won't stay tipped over even if you stand them on their heads. There is a wonderful egg which has ten little eggs inside its wooden shell. There is a little book and two little hearts carved out of a kind of stone we call "Petosky." There is a "junko puzzle" but Teacher won't let every child look at that since the day Marie laughed so hard that she fell off the seat and had to be carried out doors and have water put on her head!

Variety is the spice of life, you know, and I have found my "Funny Box" idea very good for certain occasions.

FIRST DAY SUGGESTIONS

If possible visit the school before the first day. Study the register, and examine the building and course of study. Don't be afraid to visit the director and ask for fresh paper or paint, a clean, new water-pail,—a water-cooler is better,—a basin, soap and towels, chalk and erasers, and plenty of fuel. Broken window panes should be replaced.

Arrive early the first day. Wear a pretty dress. Post on the board programs and calendars and places to start in books. Allow the oldest pupil in each class to assign the first lesson. Get acquainted before school as much as possible. Ask little favors and assistance from the pupils. Register names and ages. Have plenty of busy work on hand. Don't make any rules. Punish misbehavior the first day. Don't allow whispering. Establish signals for help, etc.

AMUSEMENT ROOM

I worked for some time on a plan by means of which each child would have something to do at noon after lunch was eaten. One day I asked the children if they had any games and magazines which they would be willing to bring to school. As a result, several games and a large number of a magazines were brought. One corner of the schoolroom, by means of the organ, chairs, and table, we fitted up as an "amusement room."

PUPILS AS TEACHERS

I wonder if teachers realize how much help may be given to the pupils who get low marks, by the more advanced pupils. I may find a pupil very poor in reading; I ask one of my best pupils to remain at noon and help him. This "teacher" may act his part for a week, then I change.

I follow the same plan for poor writers or spellers, and, in fact, for any subject. If a pupil has failed in arithmetic, I choose only one principle for him to receive help upon.

BOYS AND GIRLS COMPETE

I wrote "Girls are Smartest" on the board one night, and told the boys that if they had the best lessons next day they might erase "girls" and substitute "boys." The class studied strenuously next day. I let one of the boys start to read. Every mistake was noted and counted as a score for the one who noticed it and who read until he or she made a mistake, and so on through the lesson. At its end the scores were counted and as the boys had the more credits the legend on the board became "Boys are Smartest."

FOR PROLONGED SESSIONS

Teachers in country districts know something of the difficulty that arises when it is necessary to keep the little ones a few minutes later than usual. For instance, if a heavy rain begins just as it is time for school to be dismissed, the children become restless and indifferent to work.

When reading stories I always notice carefully which ones please the school best. These I make a note of to use on such occasions. Books are laid aside and I let the little people come to my desk.

Then I tell them what we are going to talk about. Instantly every face becomes thoughtful, for they never know which one I may ask to "talk" first. When the child I choose has talked a while, another is suddenly called on to continue the story. This insures good attention. After we have finished they ask any questions they like. We all become so interested listening to each other that we forget to listen to the rain, and finally find that it has ceased and we can go home.

POLITENESS RULES

It is a good plan to write a few simple rules of politeness on the blackboard, enclosing the lines within a pretty border and letting them remain for a time. These are some rules we use:

1. "Please" brings a ready response.
2. "Thank you" costs nothing and is gracious.
3. "Pardon me" blots out many a careless offence and excuses a passing in front of another person.
4. "Yes, Miss B," and "Yes, Mrs. R," are pleasant to hear.
5. "No, Mr. H," makes a reply in the negative sound polite.
6. "Politeness is to do and say
The kindest thing in the kindest way."

BLACKBOARD QUOTATIONS

I wonder how many teachers realize what a great impression a few good quotations placed around the border of the blackboards in a schoolroom will make on pupils. In a few spare moments the teacher may ask the children to close their eyes and repeat one of the quotations, which has been learned unconsciously. If the quotation is not clear, a brief discussion may follow.

All of the blackboards in my room are bordered with quotations. Here are some that have proved helpful: "Well begun is half done." "A smile is the same in all languages." "Progress is made by work alone." "Life is not so short but that there is always time for courtesy." "Politeness is to do and say the kindest things in the kindest way." "A pound of pluck is worth a ton of luck." "Happiness is the by-product of work well done." "Music washes away from the soul the dust of every-day life." "A man should hear a little music, read a little poetry, and see a fine picture every day of his life." "Paddle your own canoe." "When you play, play hard; when you work, don't play at all."

"The world belongs to the energetic." "Heaven never helps a man who will not act." "Be not simply good; be good for something." "There are two kinds of people in this world, those who are always getting ready to do something and those who go ahead AND DO IT.

HELP IN MEMORIZING

I find that when there is memory work to do, a few pupils only will be ready to recite at the beginning of the recitation. The rest learn by hearing these few recite first. So I call on all who are prepared to stand along the wall. Those who are not ready remain at their seats, facing the board where the verse is copied, and learn it. As fast as they know it, these also take their places at the wall. Those standing are asked to look out of the window, away from the board, while repeating their verse. This seems to please the children so much that it is only a very little while until all are standing to recite.

TAKING CARE OF HOUSECLEANING

Our school is large and the teacher's work heavy, so we have formed the pupils into "Help-One-Another Clubs." Club No. 1 consists of the oldest girls, each of whom is responsible for the appearance of one window in the room. Every other Friday the windows must be washed, oftener if needed. No. 2 consists of the smaller girls, whose duty is to keep the tea-kettles filled, and the wash-basins and blackboards clean. We have two tea-kettles—both donated; one for the boys and one for the girls. As there is always warm water, besides soap and towels, there is no excuse for dirty hands. No. 3 consists of the smallest boys and girls, whose duty it is to keep the erasers clean; No. 4 of the larger boys, who carry the water, as we have no well; and No. 5 of the largest boys, who bring in the coal, chop the wood, etc. In order that there may be no shirking, all the clubs, except No. 1, are divided into committees of two. One committee serves one week, another the next, etc.

I have written on heavy wrapping paper, with colored pencils, the number of each club and the names of all its members, arranged in committees, so there can be no confusion. The work is not hard on anyone. It has been entered into with great interest and is a wonderful help to the teacher, as it is arranged so that she can depend on work being done.

MINE OF KNOWLEDGE

I take about ten minutes just before dismissal in the afternoon to question as many of the children as possible as to what new thing they have learned during the day. We play our school is a mine, the "Mine of Knowledge," and we are the miners. We go to work at nine o'clock and quit at four. If we fail to have anything new, any new nugget to bring to the council of miners, we feel that the day has been wasted. Each one is anxious to see who can bring the most nuggets to me for inspection. I am inspector and general supervisor of the mine. Some days the work is hard and we are almost ready to abandon our claim, when we suddenly strike it rich by blowing out a big rock of carelessness or inaccuracy, thus coming upon the solution of some hard problem. We all try to make our mine pay big dividends.

"WAKE-UP" DRILL

When pupils come in the fall, I find them not only slow in mental processes, but equally slow in movements of the body, especially in standing promptly when called upon. I have overcome this habit to an extent that has given me great satisfaction, just by having a simple drill exercise, preceding the recitation period, several times a day. Taking my name cards, I read the names of the pupils, one by one, each child understanding that he must rise instantly when his name is called, and remain standing until he hears the next name. The names are never read twice in the same order. Sleepiness of mind and body is readily overcome by this lively drill, which is the best possible preparation for the other sort of drill where answers to questions are required.

SELF EXAMINATION

I always notice and report to my pupils after my visiting day. It helps us see our own good points and defects. I put a few points on the board to remind them of their weaknesses.

1. *Floor*—clean; dirty; littered with paper.
2. *Boards*—clean or dusty; neat or careless work on board.
3. *Windows*—plants, shades; whether well opened.
4. *Teacher's desk*—neat, or littered with papers and books.
5. *Pupils' desks*—clean; marred; littered.
6. *Pupils*—industry, attention, position, carriage; general atti-

tude toward teacher and each other; recitations, enunciation, marching, play, etc.

7. *Teacher's appearance*—neatness, cleanliness, manner of doing up hair; position when standing before pupils; attitude toward pupils, mannerisms, etc.

8. *Display work*—how put up, freshness, seasonableness.

POWER OF SUGGESTION

Do you believe in the inherent depravity or the inherent nobility of boys? Don't you think that we all pretty generally try to meet the expectations of our contemporaries? Our efforts to live up to the opinion of our neighbors is called "observing the conventions." Don't you think boys are susceptible to this influence? Attention was recently called to a boy who had been regarded as hopeless, who is now a model of industry and a force for righteousness. He had a teacher who told him she detected traces of greatness in him; that she felt sure he'd be a successful man. She kept up this attitude till both she and the boy began to believe it, and appearances now indicate that there is a probability of their belief being justified.

ARITHMETIC

TEACHING COMBINATIONS

MANY teachers have trouble teaching combinations without "counting." This plan has been valuable to me. The combinations are taught as follows:

1	4	3	6	5	4
2=	5=		7=		
1	1	2	1	2	3
—	—	—	—	—	—

The children are taught to give both ways of writing a combination, as $\frac{9}{1}$ or $\frac{1}{9}$.

Large cards bearing the combinations are used for sight reading numbers. Children are not allowed to hesitate in answering. An incorrect answer means that the card is slipped into the middle of the pack instead of behind the cards. For busy work they write these combinations, copying from the board.

The same method is used in multiplication. Instead of the old $7 \times 8 = 56$, a child is taught that $36 = \frac{6}{6} \frac{4}{9} \frac{9}{4}$; reading it 6×6 ,

4×9 , etc. Of course they are taught that multiplication is a quick way of adding.

"MR. PLUS AND MISS MINUS"

A large calendar and some cardboard furnished me with a game which I have found very useful in teaching subtraction and addition. The cardboard was cut into twenty-five eight-inch squares, upon each of which was pasted a calendar number. Holes were made in two corners of the cards, and cord was passed through

these to form a loop. By this means the card could be hung around the child's neck. Two larger cards were also cut. Upon one of these was written a large plus sign and labeled "Mr. Plus." The other bore a minus sign and was called "Miss Minus."

At the beginning of the game I provide every member of the class with a small card, and a boy and girl are selected to take the part of "Mr. Plus" and "Miss Minus." Activities are begun by asking "Mr. Plus" to join the names of two of his classmates together. He at once calls upon Harry and Willie. Harry's card bears the number 8 and Willie's number 4. Both boys stand at their seats and face the class. "Mr. Plus" at once takes his place between them, so that the three cards together will read $8 + 4$. Number 12 rises immediately, provided he knows the combination. If he is ignorant of the answer, the pupil who first points him out has the privilege to call upon "Mr. Plus" or "Miss Minus," and the game begins over again.

FORMULA FOR LONG DIVISION

Do any teachers ever have difficulty in teaching long division? If so, I am quite sure you will find a remedy for this by placing the following formula upon the blackboard for the pupils to follow when doing their examples:

1. Divide.
2. Multiply.
3. Subtract.
4. Bring down.

THREE GAMES

1. For drill on a multiplication table I have each child write the table ten times at his seat and cut the paper in strips, one statement on a strip. These I take up in class and read. The one who answers correctly gets the strip. At the close of the lesson the one wins who has the most strips.

2. "Climb the ladder" is another game. I draw a house on the board, with ladders at the front and back doors. On each rung is placed work in addition, subtraction, or multiplication. If a child stumbles on a rung he stays there until all the others have had a trial, unless he answers that missed by another. When all have had a chance to go up they start down.

3. Make two concentric circles, placing several numbers inside the larger and one inside the smaller. The number inside the

small circle is the multiplier, those inside the large circle are the multiplicands. Let one member of the class be scorekeeper and another point to the numbers. The one who gets the most marks placed after his name by the scorekeeper wins.

SPEED GAME

The following is a good drill, in which the pupils take no little interest. Sides should be chosen; but the pupils may remain seated. To facilitate the tallying of each side, have the pupil write his captain's name at the top of his paper. When all are ready put an example in multiplication or division on the board. Let the pupils give you their papers as soon as they finish and place them in order—the first one on the bottom and the last one on top.

In correcting, allow one for the top paper, two for the second, three for the third, etc. Allow nothing for an incorrect answer. This gives the quick and accurate workers their full credit.

UMBRELLA DEVICE

Second grades need a great deal of drill work. Near the first of the month of April I drew a picture of an umbrella on the board. Down the ribs were placed the numbers in order to 20, and in the handle the number with which they were to be combined. At the right of the picture I wrote the names of every pupil in the grade. I called on a child to recite. Having answered correctly, he became teacher and asked some other child to recite. That child having recited, the first child erased the latter's name, and so through the class. In this way I combined both number work and the recognition of every child's name by every child.

PRIMARY DRILLS

1. We drill on the writing and quick recognition of the figures to ten, then we can do seat work from blackboard directions. We lay corn or beans or shells in "stairs"—one object, then two below, always keeping the line perpendicular and close to the outer edge of the desk so that, as we proceed, "stairs" are formed from top to bottom.

2. Sometimes I draw simple outline pictures on the board, grouped. The children copy these and write the figure beside the

group which shows the number of objects they count in it. Hats, chairs, apples, kites, ladders, rakes, telephone-poles, etc., are easily reproduced by little fingers.

3. A "front-of-the-room" drill the children like is this: They stand in a semi-circle near the blackboard and watch as I place a figure on the board. They at once count from one to the number written, softly, in concert. It is fun to "stop all together." Incidentally, this is excellent preparation for the frequently difficult-to-secure "rest-count" in the music lessons.

4. Another number-drill which the little people enjoy is the "seed drill." I have about two hundred clean, shiny squash seeds. I pour the pile on my cleared desk and seat myself at the low occupation-work table at the opposite side of the room. Each child is given one or more cards bearing figures which denote the number of seeds he is expected to bring to me. "Right-the-first-time" work receives recognition in some little way.

SELF-PROVING EXAMPLE

Choose a number. Multiply it by 2. Multiply this product by 3, the next by 4, and so on through 9. Divide the last product by 2, this quotient by 3, the next by 4, and so on through 9. If the work is correct the result will be the number started with. This self-proving feature, besides developing accuracy, gives the device the interest of a game. For a class exercise place a number upon the board and call upon different pupils to continue the work until the result is obtained. A different example given to each child, for individual or seat work, helps to strengthen weak spots and develop self-reliance. Use small numbers until pupils understand the process. Later, if allowed to choose, they will often take larger numbers of their own accord.

TWO DEVICES

We form a circle in the front part of the room. I give each child a number, such as 17, 16, etc. One child is chosen "it" and takes his place in the center of the ring with a large rubber ball, basket ball, or bean-bag. He tosses the ball up into the air, saying " $8+8$," " $6+9$," or any other combination, and the child whose number is the answer must catch it, at the same time saying, "eight plus eight are sixteen," etc. If he fails to do so, he must be "it" and the former "it" takes his place.

I use the old-fashioned "spelling down" with number combinations. I begin at the head with any combination, and if that child cannot readily answer, I pass on to the next, and so on until the right answer is given. The child answering correctly passes above all those who answered incorrectly. The one who "leaves off head" has the honor of wearing our class ribbon (a bright orange color) for the rest of the day.

GOES TO "HOSPITAL"

Here is a drill for the multiplication tables which is always a delight to the children. Draw a ladder of twelve rungs; begin at the bottom and number from one to twelve; then draw a small house and call it the "hospital." Use any multiplier through twelve. If the child stumbles and falls (makes a mistake) in climbing up the ladder, he is injured and must go to the "hospital" (write child's name inside the house). There he must stay until he climbs to the top. The children work hard to be able to leave the "hospital" next day.

DEVICES FOR LITTLE FOLK

1. I have used the following game in teaching my second grade to count by 2's, 3's, or 4's, to any definite number. The aim is accuracy and rapidity in thinking.

The class is sent to the board and the first child writes a number. The teacher determines whether the counting is to be by 2's, 3's, or 4's. The second child adds to the number "in his head," and writes only the sum. The next child writes the next sum, and so on to the last, the sum increasing each time. If a child fails to write the correct sum, counts on his fingers, or takes too long a time for thinking, he must be seated. After each round the child at the head goes to the foot.

2. I have a game I use in addition and subtraction that can be varied for drill in multiplication and division. I will give here the method of using it in addition. A child comes forward and says, "I am thinking of a number in the 2's. (Or 3's as he chooses.) Some one volunteers, "Is it $2+8$?" "No, it is not 10." Another may volunteer, "Is it $2+5$?" "Yes, it is 7." Then the one who has guessed the number is "teacher."

3. Story problems are always of interest to children, so I let them make up problems about things in which they are most in-

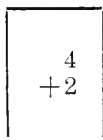
terested. A child is chosen to give the first story, and chooses the one to answer it. If the answer is given correctly the second child tells the next story. I never accept anything but complete statements and answers.

4. Draw a square on the board. Place a number in the center and numbers around the sides to be added, subtracted, multiplied or divided. Point to the numbers and have the children give the answer quickly.

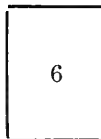
THREE ARMIES

I divided the sixth grade into three divisions, calling one army Grant's, the second one Sherman's, and the third Washington's. I appointed the poorest pupil in each division captain of his row, and gave each captain a small flag, telling the pupils that these captains would hold office during good behavior, or until they failed to get their problems. I told them that their problems were enemies who belonged in "I Can't's" army, and that we must kill them by working every one. If a pupil failed to get a problem he was wounded by a shot from "I Can't's" men. If he failed on all the examples, he was so seriously wounded that he was obliged to go to the hospital (my desk) and be treated, which meant "study at recess." Each division marched to the board for battle at the tap of the bell.

DRILL CARDS



Front



Reverse

The above designs represent one of the cards I use in my number work. On one side of the paper I have the example (addition, subtraction, multiplication, or division), on the other the answer. I have a duplicate set for each row in the class. Each child receives his portion of the cards and places them with the example uppermost. There are as many groups of cards as there are pupils, containing the same combinations, in the same order. Thus a unison recitation becomes easy. By having several sets of cards, all the number combinations may be gone over. The teacher has an extra set by which to follow the recitation. Two

children read the cards, one at each end of the row. At a signal they begin to read, giving answers only. The cards answered correctly are taken, the incorrect ones left on the desk. If the children meet in the center, the one who first gives the correct answer gets the card; they continue to the other end of the row. A count is kept of each child's reading. Some children get over 1000 during the month. As I have three rows in each class, six pupils can read at a time.

TEACHING MEASUREMENT

The first grade teacher will find that much time is saved by teaching the use of the foot rule early in the year. The hardwood rulers marked in quarter and half-inch divisions are best to use. The children are first taught to measure and cut one-inch strips. Other work follows, as soon as it can be well done. We use the rulers when making mats (weaving.) The checker-board fold principle is taught, and we make boxes and baskets of given dimensions quite easily after a little practice. Instructions and developments are fully presented in connection with the regular number lessons, but a good deal of busy work is assigned to be done at the seats. The children gain skill rapidly and enjoy the work.

GROCERY STORE

One morning I announced that upon a date a week or so hence a grocery store, called "The Columbus Grocery Company," would be opened in our room; that the class would have that week in which to make paper or pasteboard money with which to trade. With the aid of the pupils, I then put a long list of the most common groceries on the board and apportioned a certain number to each pupil. He was to get and keep on the board market prices for these articles, and make slips of paper with the names of the articles upon them to serve as groceries.

The store opened as advertised. At 8:45 a. m. on the day designated, a fifteen-foot plank was placed across the room from the teacher's desk to the chalk tray. It was divided by chalk lines into seven divisions, and on the blackboard back of each division was written the name and number of the clerk who had charge of that department. The groceries on the board had also been placed in corresponding departments. Two pupils were selected as cashiers and the remainder were customers. The clerks were pro-

vided with sales-books used in city department stores and instructed how to use them. Every morning for three weeks the clerks and cashiers came in fifteen minutes before the morning session, the clerks to arrange their groceries, the cashiers to have their money properly put up. After the opening exercises were over, the customers came with neat lists to the departments from which they wished to purchase supplies.

Each clerk, cashier and customer was from the first given certain duties which he must perform. The clerks were required to make out bills of sale for the cashiers, and duplicates for the customers; get their change from the cashier and count it out into the customer's hand in exactly the way that a clerk in a down-town store would do; count up each day's sales and take care of the stock, filling in with new goods as necessary. The cashiers must have twenty dollars in the cash drawer every morning; make change for the clerks; count up the sales of each clerk; and deposit all money received with the bank at night, using a deposit slip and passbook. The teacher acted as banker.

Customers were required to see that their change was correct before leaving the department in which they were trading; to preserve duplicate bills received, that they might count up their purchases at the end of each week; and to balance their money each day. They were encouraged to buy only those things that would be used in their own homes. The teacher acted as general manager. She gave any necessary help to employees and settled any controversies that arose between customers and clerks.

At the end of three weeks the pupils were able to make change quickly and easily, and I felt that the general information gained by each child was of equal value with his mental advancement.

THE "MEASURES BENCH"

An attractive corner of our room is the one in which stands the low bench on which are the measuring tins. The bright tins hold a gallon, a quart, a pint and a gill. Everybody likes to use them and to help polish them, too. It seems very homelike to have them and it sometimes breaks a spell of undesirable mental-atmosphere conditions to say, "Suppose Jean goes now and puts a pint of water on the geranium and Carl brings me a quart of water for the paint cups." Occasionally we have a "gill of lime-juice water" passed to thirsty children. Of course, this is only measured in the corner tin. Each child has a cup or dipper.

PLAYING POST OFFICE

To stimulate interest in the number class I told the children we would have a real post office the next day at class time. That evening I collected about one hundred one and two-cent cancelled postage stamps, a few envelopes and postal cards, and supplied myself with a purse of small change.

The children eagerly assisted in making a little play post office, by using boxes and a desk which we placed at one side of the room. After refreshing their memory on the value of post office supplies, we were ready for work. A member of the class was called to a seat on the box as postmaster. Then, playing the part of Mamma, I carried out the scheme in about this manner. "Mike," handing him a purse, "here is a quarter. Please run over to the post office and buy me ten two-cent stamps. Be careful that you get the correct change." The others listened eagerly, solving the problem in their own minds. If the change was incorrect he was sent back to have the error rectified,—with the suggestion that he be polite and business-like. Several postmasters were removed for incompetency, and many other amusing incidents greatly delighted the little ones.

DISKS FOR COUNTING

Within easy reach of the children put up a taut line. String on this line disks, buttons, or spools. Separate each ten objects by a larger one so that the separation can be seen instantly. Give space, that each ten may be moved back and forth, say, six inches. At first use the string in counting; afterward use it to add, subtract, multiply, and divide; lastly use it in proving these processes.

LEARNING TABLES

Name the children for the products of the table with which you are working. If it is the sevens, the children will be named in order around the class, thus: 7, 14, 21, 28, etc. The next step is the rising in turn to "say their names," (count by sevens.) Next, the teacher passes around the room, saying, "Once seven is—?" "Two times seven is—?" and so on. After a little time, the statements are made for drill in other than the regular order, the replies being given by the children whose "names" are the products that are required in the answers.

PROGRESSIVE ADDITION

The class being seated, I begin at one end of the line, and choosing some two small numbers, say "John, how many are four and two?" He must answer readily, "Six." Then he turns to the next and says, "Six and three," or any other number which he may choose, to be added to the sum just formed. Thus the problem passes around the class, each one adding the pair of numbers given him, and selecting a new number, which his next neighbor adds to the last sum made. When any one answers incorrectly, he is out for the remainder of the exercise, and the combination passes on down the line until it is added correctly. The adding must be a purely mental process (no counting on fingers) and must be done quickly, else the turn is lost. The children delight in seeing how large a number they can thus build up, and proud indeed is the little champion who sees all the others out of the game.

ARRANGING NUMBERS

My first year pupils have used no numbers larger than one hundred. I put about ten numbers, such as 49, 64, 3, 20, etc., on the board, and then call upon the children to arrange them in an ascending column, beginning with the smallest number. The next list is arranged on a descending scale. I find that this work gives a clear conception of the relative value of numbers, something hard to impress on the wee folk.

ANOTHER STORE VENTURE

We made a large quantity of pasteboard money. Then we opened a grocery store. I emptied three shelves in a large bookcase for the stock. In front of this I placed our flat-topped organ, carefully covered with a cloth and many newspapers. I secured butter scales with $\frac{1}{4}$, $\frac{1}{2}$, 1 and 2 lb. weights; a quart cup, $\frac{1}{4}$ and $\frac{1}{2}$ peck measures, and a yardstick. We gathered unhulled walnuts, which serve as potatoes, eggs and lemons; a box of sand, which is weighed out as sugar, coffee, salt, flour and pepper; a box of sawdust, which furnishes cornmeal, molasses or vinegar indifferently. (I don't dare introduce liquids). Small pumpkins served as hams until they decayed, when we substituted stones. We have in stock an endless number of empty boxes of cereals,

currants, raisins, cocoa, shoes, and candy, beside cans of tomatoes, peas, beans, corn, and salmon. Our ribbon is the narrow strip of paper that comes around ribbon. The reverse side of a sheet of wall paper, fitted between windows, with a list of articles and prices written on it, aids the small pupils in spelling the names of the articles.

Two pupils are appointed merchants each day, but not until each has handed the teacher the arithmetic work assigned to the class for that day. The store is open from 11 to 12 a. m., and from 3:40 to 4 p. m. All bills must be submitted to the teacher and corrected before being paid. I give many orders myself and pay with \$5 or \$10 pieces to see that the merchants understand making change. The upper grades frequently pay with checks, which the merchants must endorse and present at the bank (the teacher.)

TRAIN GAME

For the primary grades in number work, I place from ten to fifteen simple examples on the board. Above the first problem we have a square drawn to represent the station or depot of the place from which we are to start; for example, St. Louis. As soon as a child begins adding he is on the moving train, which will not make a stop until it gets to the next station, unless there is an accident. If a pupil misses one of the problems, then there is an accident, and he has to be put off the train. The other pupils are called the "working crew," who help to mend things by working the problem correctly and allowing the train to move on with its passenger. If one pupil causes two accidents before the train gets to the next station, he is not allowed to ride alone, but must have one of the "crew" go with him to help him.

BLACKBOARD CONTEST

Send three pupils to the board; dictate a problem; let the pupil who first gets the correct result take his seat; another pupil takes his place and the game is repeated. As no pupil takes his seat until he has won over two other pupils, it gives additional drill to those who need it, something the ordinary "ciphering down" does not do, and at the same time takes nothing from the "glory" of the better pupil whose aim is to be seated as soon as possible. When the pupils gain a little confidence in their ability, four or five may be sent to the board at once.

MAKING MONEY

My first grade pupils learn to count by making imitation money. We put a new real penny under a sheet of paper and rub brown crayola over it to make a reproduction. Next we make five-cent pieces. The ten-pennies-for-a-dime story is next learned, and dimes are made. Two nickels are made to "match up with" a dime. As the year progresses, quarters and half-dollars are made.

TABLE OF FORTY-FIVE COMBINATIONS

								9
							8	9
						7	8	9
					6	7	8	9
				5	6	7	8	9
			4	5	6	7	8	9
		3	4	5	6	7	8	9
	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9

Another teacher, a schoolboy, and myself have evolved the above diagram for teaching the forty-five combinations. Each pupil makes the diagram on paper and pastes it on cardboard. I drill on the bottom row until the combinations are well known and then go a step higher. No combination is repeated in the diagram and there is wonderful uniformity in taking the combinations diagonally. In the diagonal from left center to the lower right

corner are all the combinations that make ten; again, all that make eleven, and so on. From the lower left, advancing over the steps to the top, the additions are 2, 4, 6, etc. Try them. This diagram may be as old as the hills, but it is new to me.

CREDIT BOARD

Every day, before beginning the written work in arithmetic, I place on the board an example which I call a "credit." All the children work this on a half sheet of paper. As soon as they finish, the paper is placed on the right hand side of the desk and the right hand is raised. I go around the room collecting all examples with the correct answer. I make a time limit, and sometimes a child who works very rapidly has a chance to try again before time is called. Every child who gets the correct answer gets a mark to his credit on the board which I use exclusively as an Arithmetic Credit Board. At the end of the month, the name of the child with the largest number of credits is placed first, and the next highest, second, etc. This serves not only as an incentive for good work but increases the speed and accuracy of the pupils, and the teacher is able to have the children put their best work on any example that she wishes to emphasize.

FRACTIONS LEARNED BY DISCS

For work in fractions each child has an envelope containing fractional discs, $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{16}$, which are made use of in a game. I give the example, and the class places the discs on the desk. This concrete work is a great help. The children made the discs themselves with the aid of compasses. A two-inch radius was used for the four circles, thus making all uniform. Each child has his initials on every fractional part, so that a lost part can be easily restored to its owner.

HONOR BOX

To secure correctness and neatness in number work in my first grade, I have an "Honor Box" in which correct papers are placed. Any attractive box will please the little ones. Mine was a rough wooden box from the grocery store. After making the box smooth with sandpaper I burnt the word "Honor" in pretty letters with simple scrolls around it. Every one of my fifty children is eager to get papers in the "Honor Box."

BUYING GOODS

We had a box of toy money, so I requested each pupil to make out a list of five articles which were used daily at home or school, putting after each article its actual price. Then I made a list of the names of the pupils in the class, to avoid missing any one. Each pupil drew a name, and ordered his goods from the one whose name he drew. Each merchant made out the bill in proper form as the articles were ordered, footed up the bill, and handed it to the buyer, who looked it over carefully to see if there were any mistakes. If not, he paid the bill in toy money. When the money was received the merchant receipted the bill and gave it to the buyer. If an error was found in the bill, the money was forfeited and that store was closed. Incidentally, the class learned the practical way of making change, for each buyer, if possible, gave a piece of money which would require the merchant to make change. The bill forms were prepared at the seats before class time and the pupils soon learned to think and write rapidly.

In the higher grades we found that "cash" was not the only means of canceling a debt, but that checks and notes might be given in payment. The pupils first learned to write checks on local banks on paper about the size of actual checks. These checks were indorsed and handed over to me to be cashed. Later they gave notes in payment, or a check for part and a note for the balance. The person receiving the payment wrote out a receipt in proper form.

COLORING THE COMBINATION TABLE

By using colored chalk, I have worked out a scheme that is of great help in teaching the forty-five combinations to first graders. I taught the combinations of 1 and 1, 2 and 2, 3 and 3, 4 and 4, 5 and 5 so that the children knew them thoroughly and could give the answer when I held the number cards. I then drew the table on the board, placing the 1 combinations on the lower line and the others on the squares laid out in the table, but using different colored crayons—making the combinations which, united, formed the same number, in the same color. By holding a ruler diagonally across the squares the children were able to tell the number of combinations of that particular number, inasmuch as the number of combinations was identical with the number of squares in the line. I point to any combination and the children

give me the answer. If they fail to respond readily I point to the combination in the lower diagonal square that is of the same color, and they answer readily. I then teach 6 and 6, 7 and 7, 8 and 8, and 9 and 9, and place them in the table, and it is an easy matter to teach the others. I change the colors often so as to prevent any particular color connection. After this is thoroughly learned, I place the table on the board and use white chalk only. I have tested the pupils' knowledge by the use of number cards, and have never taught numbers so easily.

ADDING NINE

I have had many methods suggested to me for teaching the addition of nine to any number. I succeed best by this method: I show the pupils first that adding nine is always like adding ten and subtracting one. The easiest way is to subtract the one at once from the number to which nine is to be added and then just add the ten. In the case of the digits, it simply means to subtract one and say "teen" after the new number thus made: "5 and 9 are 4-teen;" "6 and 9 are 5-teen" (fifteen) "9 and 9 are 8-teen.

SUBSTITUTE FOR PUNISHMENT

When I began teaching I received many suggestions from parents in regard to methods of punishment. Some said, "Don't whip my boy." Others said, "Don't make my child write words; it spoils his writing." Still others said, "Don't detain my girl after four or during recess. She needs air and exercise."

Being somewhat perplexed, I originated a plan that worked out nicely. My pupils were deficient in number work, so each day an extra set of examples was placed on the board, which could be omitted only by good behavior. The problems were of the sort that are easy to write and easy to correct, as, for instance, $5,231, 406 \times 490 \div 245$. Notice that the divisor is half as great as the multiplier, so the quotient will be twice as great as the multiplicand. One glance is sufficient to enable the teacher to correct. I use six different examples daily, assigning No. 1 to one disobedient boy, No. 2 to the next, etc., to prevent copying.

The pupils were slow at first, but soon became so quick at figures that I lengthened the problems. For smaller children I used multipliers, as 24 and divisors, as 12. When I saw trouble in multiplying by 7, 8, or 9, I had that table written and committed.

LOCAL PROBLEMS

Local problems—those dealing with the student's own environment—should be the first that are presented. The teacher should secure her data directly from the home, shop, farm, or store. These problems will prove far better than the "ready made" problems from the textbook. The textbook problems should be given last, when the pupils are familiar with the process, and will serve to give them expertness in the solution of difficult work. Pupils should know how to prove their work. When mensuration is taken up, have them make an accurate diagram of all problems that will admit of it. The diagram makes the problem so much plainer that it almost doubles their mathematical powers.

FINDING TIME BETWEEN DATES

According to most textbooks the time between two dates is found by the following method:

Let it be required to find the time from August 16, 1906, to February 12, 1910.

Yr.	Mo.	Day.
1910 ———	2 ———	12
1906 ———	8 ———	16
3 ———	5 ———	26

This is called compound subtraction.

The following method of finding the time between two dates, however, is one I like better:

1. From August 16, 1906, to August 16, 1909=3 years.
2. From August 16, 1909, to January 16, 1910=5 mo.
3. From January 16, 1910, to February 12, 1910=27 days.

These three steps are so simple that pupils readily learn them, and a more accurate result is obtained than by compound subtraction. However, the results will not vary more than two days in any problem. In problems where the days are counted across the end of a month of 31 days, as in the problems above, the result is more accurate by one day; and in problems where the days are counted across the end of February (in any year except a leap year), the result is more accurate by two days. In all other problems the results obtained by the above method and by compound subtraction are the same.

OBTAINING INTEREST

In arithmetic recitations, when interest seems to be lagging, I say to my class, all of a sudden and without the pupils knowing what is coming, "How many fours can you make in a minute? Ready. Start." I time them and at the end of the minute the pupils count the fours and write the number they have written on the board, in a place all can see. This exercise is generally conducted on the board. If one exercise does not bring results I repeat several times with other figures, or with letters as the case may be, then I gradually branch out into the lesson.

FRUIT STORE

At recess on rainy days the children cut bananas, oranges, apples, plums, and peaches, which I have drawn life-size, out of cardboard. These they crayon. I purchased a box of toy money, and in the arithmetic period on Fridays we play fruit store. The pupil doing the best work in the class during the week has the coveted position of store-keeper. He arranges the fruit on a desk or table and places the price cards on the different kinds of fruit. I give each of the other children a piece of money and send them in turn to the store. It can readily be seen that this number work is very practical. For instance, this past week we have been having in class the table of threes. On Friday, at our fruit store, oranges were three cents, and purchasing from one to a dozen oranges gave an excellent drill in this table. Addition and subtraction are equally used in the process of making more than one purchase and in giving correct change.

PRACTICAL ARITHMETIC

One of the most successful series of arithmetic lessons we ever had was based upon a house. The pupils drew a plan of a simple house, from dictation. There were lessons upon the number of bricks necessary for the chimney and fireplace, the number of shingles, the number of feet in the flooring and siding, and the amount of timber for the frame. We compared the cost of different materials. There were visits to lumber piles and to houses that were being built. It was practical arithmetic; the pupils felt they were learning something that would be of use to them.

CROQUET GAME

For children who are learning the multiplication tables I sometimes use what we call the "Croquet Game." I draw on the board the posts and wickets as they are in the real game of croquet, and put the numbers from one to twelve in the wickets and at the posts. Then I draw as many different colored balls as the class has learned tables, and number them mentally. The first child who is to play chooses a ball, and I name the table. He then goes to the board and tries to go all the way round the game with that table. If he succeeds the next child chooses another ball, but if he makes a mistake another child takes the same table, and so on, until a pupil can go all the way without a mistake.

LANGUAGE

SCHOOL NEWSPAPER

WE publish a semi-monthly school newspaper containing the following departments: Literary, Social, Current Events, Wit and Humor, Editorial, and Advertising. Each Department has its particular editor, chosen by the teacher and holding his office for six weeks. An editor-in-chief, who is always chosen from the ninth grade rhetoric class, a proof reader—the teacher—and a business manager are the only other officials.

Our paper is printed for us by a publishing house in a near-by town. Members of the school and public-spirited townspeople have subscribed for the year, making the printing a possibility. On the other hand, the issues for the year form a very interesting souvenir of the school.

COPYING FROM TELEPHONE DIRECTORY

To impress the use of capitals in writing proper names, ask the class to bring the telephone directory to school and copy the names, using capitals and periods for abbreviations, and spelling correctly. It is often useful to them in after years to be able to spell correctly the names of their neighbors near and distant. Sometimes I offer a small reward to the one who will write the most names neatly in a given time.

DRILL IN PRONOUNS

If you have children who are constantly saying, "It is me," or "him," or "her," in spite of oft-repeated correct forms, the following game will help them to use the correct form of the pronouns.

One child is blindfolded and stands in the front of the room. Another child goes out and knocks at the door. The blindfolded child asks, "Who is it?" The reply comes, "It is I." The blindfolded child asks the children in the room, "Is it Tom?"

They reply, "No, it isn't he," or "Yes, it is he." If the child has guessed correctly, the game starts again. If the child has not guessed correctly, he may have three guesses, with questions and replies in the same form as at first.

If the blindfolded child does not guess correctly, he then calls to the one at the door, "Come in." Upon hearing the door opened, he says, "Good afternoon." The child who has come in responds. The blindfolded child asks the one who has come in, "Are you John?" The reply must be, "Yes, I am he," or, "No, I am not he." The blindfolded child is allowed two guesses the second time.

VISITORS' BOX

My plan for securing neatness in written work is to inaugurate a "Visitors' Box." Every pupil is anxious to have his paper in the "Visitors' Box." The one who has the neatest paper of any set of papers may put it in the box. Sometimes I take the papers of the entire class and put them in the box. This keeps those who are not as neat as others from getting discouraged. Of course I do not put papers from each class into the box every day, but only about once a week. The pupils do not know on which day I shall call for the papers, so they prepare every day.

MONEY ORDERS AND TELEGRAMS

We learn to write applications for money orders, and to write telegrams. A pad of application blanks is obtained from the post office, and the blanks for the telegrams from the telegraph office. We practice upon these until each one can fill in the blanks easily and correctly.

HOMONYM STORY

Perhaps teachers besides myself have had difficulty in teaching the use or meaning of the words *their* and *there*; *to*, *two*, and *too*. After having taught and drilled these words in sentences I used the following story:

One day *two* little girls wandered down *to* the beach. While *there* they played in the sand until it became too hot for *their* tired little hands and feet. Then they shook the sand from *their* dresses and started home. On *their* way they passed a small store. They stopped *to* look in the window. What do you think they saw? *Two* large rabbits. *There* was a little house built for them. The

girls thought that the rabbits were *too large to come out of their* little home. But presently out they jumped. How pleased the children were to see the two little creatures nibbling at the cabbage leaves! The girls forgot about being tired and ran quickly to *their* home to tell the story of what they had seen in the window.

EXCHANGE OF LETTERS

The most successful set of language papers I ever secured from my second grade consisted of stories of our school and town, which were written to be sent to second grade children in another part of the country, who, in turn, sent us little letters telling of their school and country. An exchange of letters between city and country children, telling of their pets and amusements, is interesting, instructive, and gives the teacher a chance for comparison of work.

POET BOOKLETS

For supplementary work in my fourth grade we have taken up the study of the life and work of the poets Longfellow and Field. Every child was supplied with a biography of the poet and a book of his verse, both of which can be secured from the F. A. Owen Pub. Co. at five cents each, and a picture of the poet.

After studying a poet's life we take up the study of his poems. Some of these the children memorize and others they render into prose. I give paper six by nine inches in size. On one sheet the pupils paste the poet's picture and write several interesting facts about his life. On another they copy one of his poems, and on another they transpose a poem. After we have completed the study, the sheets are bound and an attractive cover is made for them. For the neatest booklet a book of verse is given.

After we have completed the study of a poet the books are donated to the school reading table, and the third and even second grade children enjoy reading them.

REAL BUSINESS LETTER

I had a grammar class write a business letter. I asked them to order gilt stars for me to use in the lower grades, and offered as a reward to the boy or girl who should write the best letter a stamped envelope, with ten cents enclosed, and the permission to go to the post office to mail the letter.

LEARNING PARTS OF SPEECH

Procure a Natural History. Have the pupils examine the pictures and read from the book during recitations. Allow them to tell about trips to the menagerie or circus. Tell them they may each write an animal book which, when finished, will contain some of each of the eight kinds of words we use. Give each a large booklet cut in the shape of some circus animal, such as an elephant or a camel.

1. The first day write the names of animals. In the class teach the meaning of a noun. Give a post card for the largest neat and correctly spelled list of names.

2. On the second day use a verb with each name, thus: "Tigers kill." Define verb.

3. On the third day explain that sometimes verbs need a helping word. Place a list of auxiliary verbs on the board, and have them used in sentences with animal names, thus: "Lions were roaring." In the class each pupil names the auxiliary verb.

4. On the fourth day explain the uses of adjectives and have them used in sentences, thus: "*The tall giraffe eats.*" *The giraffe is tall.*" Define adjective and article.

5. On the fifth day explain use of adverbs, and have them used in sentences, thus: "Elephants walk *slowly*" (how). "The bison lived *here*" (where). "The lion escaped *yesterday*" (when).

6. Explain by absurd sentences the need for pronouns, and define pronouns. Use them in sentences in place of the animal names, thus: "*He* is a very savage lion."

7. Explain that all the kinds of words used so far are called *notional* words because they express *notions* or *ideas*. There are some words used to connect or join the meaning of words.

8. Explain the use of, and define conjunction. Place a list of conjunctions on the board for use in sentences, thus: "Tigers *and* jaguars are big cats."

9. Explain the use of, and define preposition. Place a list of prepositions on the board to be copied. Use each one in a sentence. Pupils may memorize the list if you think best. Use them in sentences, thus: "Ostriches live *in* Africa."

10. Explain the need of, and define interjection. Write a list on the board as suggested by the pupils and have them copy it, then use the words in sentences, thus: "*Oh*, see the puma!" "*Alas*, the lion has eaten the lamb!"

Each pupil may write the definitions, and from thirty to fifty

sentences each day. In the class, pupils may exchange and correct each other's work. Or call each pupil to your desk and correct his paper, marking simply grammatical mistakes, exclusive of punctuation, etc.

Give an animal post card or a large animal scrap-picture for the best list each day. Let pupils give orally, then write on the board, the day's definitions and also the preceding ones.

BIRTHDAY BOOKLETS

Every month we talk about the great people who were born in that month. We write a few simple sentences about the persons on separate sheets and tie the sheets to make one book. We have studied Helen Hunt Jackson, Eugene Field, Kate Douglas Wiggin, Jenny Lind, James Whitcomb Riley, Columbus, William McKinley, Millet, Lincoln, Washington, Franklin, Florence Nightingale, and Edison. The children feel well acquainted with these people, and often run to me with something they have found about one of them.

IMAGINARY WALKS

Second grade pupils enjoy this game. Play that a walk in the woods is taken. One child at a time "runs from the path to see somebody" (runs into the ante-room). He returns immediately and is asked, "Whom did you see?" He replies, according to fancy, "I saw Middle-sized Bear drinking in the hollow. He was on his way home and I wondered what Goldilocks would think of him."

Children enjoy these imagination plays, and they serve a double purpose. If a bit of assistance to the childish mind is needed, a list of "characters" to choose from may be written. Children should be acquainted with and be able to make some little make-believe tale about "Br'er Rabbit," "Turkey-Lurkey," "Hiawatha's Chickens," etc.

TEACHING "MAY I"

In a first grade, where there were many children of foreign parentage, language games helped to establish correct forms of speech. One game they much enjoyed was very simple. A child was chosen for father or mother. Each member of the class asked him or her a question that began with, "Father, may I?" or,

“Mother, may I?” The children will readily find questions that are asked at their homes. The reply must begin with, “Yes, you may,” or, “No, you may not.” The name of the child asking the question may be inserted if the children are familiar with one another’s names. The reply must be a complete statement. When each child has asked a question, a new father or mother is chosen.

QUESTIONS AND ANSWERS

As a change from routine work, and to encourage free written expression, write these questions (a few at a time) on the board and let the children write the answers. Teach them to involve the question in the answer where possible. Have a reading lesson, the subject matter being the answers the children have written.

What is your name?

How old are you?

What does your papa do?

What does your mamma do?

What do you do?

What do you like to do?

What do you like to eat?

What do you like to play?

What kind of a hat have you?

What kind of a coat have you?

Have you a brother?

Have you a sister?

What are their names?

Tell how they look.

Tell how you look.

What color do you like best?

What flower do you like best?

Have you any pets at home?

What are they?

Tell about them.

What town do you live in?

What state do you live in?

Write the name of a story you like.

Can you write with pen and ink?

What month is it?

What day is it?

When is your birthday?

Which do you like better, winter or summer? Why?

FORMAL GRAMMAR

If the composition and language work of the grades below the seventh and eighth years have been well taught, the transition to formal grammar should not prove difficult. Do not fail to give sufficient drill on all new points as they arise.

1. At the close of a study pupils should be able to illustrate with original sentences the points or constructions they have studied. If they understand what they have studied, they will be able, and should be required to do this.

2. Do not require all the work to be written. A part of the work is best done orally. After the sentence and its essential elements have been defined and explained, read many sentences, having pupils repeat each different part. This will compel full attention, and cultivate a power that will be useful all through the course.

3. Teachers having the use of typewriters should prepare a series of lessons on the most difficult and important points, giving each pupil a copy. These lessons may approach the subject from many different angles. This is intended only to supplement the textbook. It involves quite a bit of labor, but it will repay the teacher who is able to do it.

4. Require all written work to be done in a neat and orderly manner. It is very easy for children to acquire habits of doing slovenly work. It is just as easy to have the work done right, not only in grammar, but in other subjects.

PARTS OF SPEECH GAME

This game is used as a favor for good lessons, and is usually played on Fridays or wet afternoons, to induce pupils to come in bad weather. I choose two leaders, for good behavior or perfect lessons. I manage it like a spelling match, with sides, etc. We begin with adjectives.

The first pupil on right says, "I love my bird because he is *amiable*."

The first pupil on left says, "I love my bird because he is *active*."

The second pupil on right says, "I love my bird because he is *ardent*."

And so the game continues. The first round must be all A's. He who hesitates is lost, for he must take his seat. If he uses a

wrong part of speech he loses, also. Repetition counts as a failure, too. We use nouns by furnishing a house; as, "My house has a piano, book, lamp, etc." The participle, which is usually a dead letter to lower grade pupils, fairly jumps into their brains: "My horse, bird, or carriage *is going, having gone,*" and the like. I find that the game leads to the use of the dictionary, and to better language. I have a little badge that is held one week by the one standing up longest.

CULTIVATING THE IMAGINATION

My first grade delight in this: I tell them to go to sleep. They do this by placing their little heads on the desks and putting their hands over their faces. I sing a lullaby and they go to sleep and dream. In a few minutes I tell them to wake up, and then ask each one to go to the front of the room and tell what he dreamed. These make-believe dreams help them in originality of story-telling, and cultivate the imagination.

CONSONANT GUESSING GAME

My children like a guessing game they play with tags. I use oak tag nine by twelve inches, ruling each card into six spaces. Each tag gives drill on one consonant, words beginning with the letter being placed in the spaces. The game can not be played until a considerable number of words are known. Then tags are added as new consonants are mastered. The first child chooses a word from one of the tags he holds and tells the consonant with which it begins. The others guess, and the correct guesser is given a credit-mark. At first it is best to have the word-columns on the blackboard, as well as on the cards.

BOOKLETS OF GREAT MEN

We make booklets for all of the holidays. These contain the story pertaining to the day, and drawings that are as varied as the minds of the children who make them. In February we make booklets for the most interesting of the many whose birthdays come in that month. If we do not have time for all, we make only leaflets for some of the authors, with dates of birth and death, a picture of the man and of his birthplace, and a neatly written list of his most important works.

My children fairly love their booklets of Hans Christian Andersen. Of course they write the story of his life, and after it is corrected and carefully rewritten it is laid away until the day when we put our books together. We make drawings on thin cardboard, or paste on an appropriate picture, for the front of our book. We usually make this in the form of a folder, so that the front and back are attached. Sometimes we write a short synopsis of his stories that we like best. We find any picture we can to illustrate his stories, and these are carefully cut out and pasted with the story. Other persons of whom we make booklets in the spring are Washington Irving, Samuel F. B. Morse, Alice Cary, and Edward Everett Hale.

WRITING ABOUT OBJECTS

On the day before you plan to give this lesson, tell the children you have a great secret and you will let them share it on the next day, but in order to help you carry out your plan each of them must bring you from his home some small trinket, such as a marble, a top, a ball, or any small article which his mother will allow him to bring. If your class is very small, each child may bring more than one thing. Be sure that the pupils understand that the thing they bring is to be kept a secret to every one in the room but you. When you have a good opportunity, arrange the objects on your desk or on a table and cover them up until class time. Have pupils come to the class prepared to write. Remove the cover from the table and give the class one minute in which to view the objects.

Replace the cover and have the class write a list of the objects they saw. Of course, no exchange of ideas is to be carried on. The list of objects may be used for three or four lessons, as:

1. Write a sentence about each object.
2. Arrange the objects in columns, putting all red objects in one column, all blue objects in another, etc.
3. Write sentences telling of what each object is made.
4. Write a list of the objects, beginning with the smallest and ending with the largest.
5. Write sentences telling for what each object is used.

I have tried this device and find that it awakens the liveliest interest in a class of little people. It not only teaches them to be observant but cultivates the memory.

AID IN LETTER WRITING

Once a week we have what we call in our school a "letter day." On this day, at language period, the children write letters. Three times in the month these letters are written to some one at home or in school; the fourth letter is written to some noted person. The most carefully worded and neatly written letter is sent on this day and all the children sign their names. In September we wrote to Kate Douglas Wiggin. During the month we study the life of the one to whom we write.

THROWING AWAY "AIN'T"

My twenty-eight country lads and lassies were so accustomed to saying "ain't" that a vivid counter-impression was needed to uproot the habit. After teaching the forms "am not," "is n't," "aren't," "hasn't," and "haven't" through illustrative sentences, I wrote "ain't" in red letters on the blackboard, the children writing the same on paper at their desks. "There is going to be no such word as 'ain't,'" said I, erasing the objectionable four letters from the board. "You may rumple it, tear it into bits, and throw it into the waste-paper basket. We will never use it again!" Immediately our orderly schoolroom became a scene of confusion. "Ain't" was mutilated, murdered, and cast away. The unaccustomed liberty, and the fun of the thing, appealed as I had hoped, and we "ain't" heard the word since.

NOTEBOOKS

We use notebooks for word study. The pupil writes his new words, and words or sentences to illustrate their meaning. These words are gleaned from the various studies. Whenever a stranger comes into view he is carefully put away, and his acquaintance made as the pupil has time. In this way odd moments may be utilized. Of course the hardest workers will have the longest lists. There is one thing the teacher should not forget, and that is to make a study of the different lists, and whenever possible put these words into use. This will keep the boys and girls on the lookout for more. Guide words may be used, but sparingly. Take from the lesson such words as bring to mind some leading thought in the subject. The first child begins the story with the first word, and so on, until the whole list has been taken up.

GIVE WORTH-WHILE SENTENCES

Beginning on the first day of school, my children are required to give a sentence containing each new word presented. I do not accept such sentences as, "I see a cat," or, "It is a dog," and the children soon take pride in giving sentences worth while, as, "Puss-in-Boots was a good cat," or, "When I came to school this morning I saw a big dog drawing a sled." Often they will quote from their memory gems or songs. This drill takes little time, and insures the children's knowing the meaning of each new word.

One morning I told the story of Hiawatha's childhood and showed a book of pictures illustrating the story. Then I asked, "Who wants to play Indian?" Everybody did. We built a wigwam and covered it with burlap. In the days that followed, the "big sea water" was made of white sand, and the "dark and gloomy forest" appeared in the shape of evergreen boughs firmly planted behind the wigwam. The older boys made bows and arrows. One of them made a cradle large enough to hold a big doll. The children took turns acting the various characters. All their costumes were made of paper. Childish imagination supplied all that was lacking, and how they did enjoy the acting!

My language work progressed finely, for it was easy to get the children to talk and write of what interested them so much.

ENGLISH FOR FOREIGNERS

My work was to be with the first three grades, in a community composed largely of Finns and Swedes. The anticipation was mixed with some dread, for I knew that among the foreigners many of the little folks when first sent to school cannot speak English, and understand very little of it. During the summer I made a collection of pictures, as large as I could find, of common objects. These were to aid in teaching the relation of word to object. At Institute that fall I gained an idea which helped me to make double use of those pictures. The first five sounds used by our reader are *a, n, c, t, i*. I pasted the picture of an apple, nut, cap, table, Indian—each on a cardboard of proper size. This is the way I began phonic work. Calling a class to the front, I showed my picture of an apple. "What is this?" "Apple," answer those who know. "Now, all say *apple* with me. Listen while I say very slowly, *apple*. Again, *apple*. What do I say when I begin *apple*?" The observing ones have discovered, and

answer "a" (short). "Now, I will write on the board the letter which says *a*. Let us find in the book the printed *a*." (Printing on board beside the other.)

"Again, what does this letter say?" (Never call it "a" until all the sounds are very familiar). "Write *a* in the air with me." The little Oles and Rudolfs will watch the Ruths and Roys, and soon comprehend what is being attempted. "You may all write *a*'s at your seats."

Later, if advisable, I give them sets of printed letters from which to find printed forms of the letter whose sound has been studied. This helps them to recognize the printed form of any letter written on the board, and thus connects the board work and the book. Soon more than one sound is presented at a lesson, then come sight words, and finally word building: *can, man, fan*.

LEARNING TO LIKE POETRY

Did you ever hear pupils say, "I don't like poetry?" Try this plan. Get a large book that may be used for a scrap-book. Say, "Let's make a book of poems for the library." If the name of your school were Tindale, entitle the book "Tindale Poems." Tell the pupils to read the poems in books and magazines they have at home, and when they find a poem they like, clip it out, or if it be in a book, copy it. Let them write on a slip of paper why they like the poem, then place these slips and poems in the book of poems, with the writers' names placed after the poems. Each one will want to help make the book, and in studying why the pupils like a poem, a love of poetry will be cultivated.

FISHERMAN GAME

The words "Large" and "Small" are written upon the board. Underneath are made the punctuation marks used after any sentence that might be given. One child is chosen to be the fairy. She has a wand with which she touches each child upon the head, changing him into a fish. The teacher is changed into a fisherman in the same way. A pointer is used for the fishpole. The fisherman gives a sentence containing a word or words which require capital letters, and points with the fishpole at a fish. The fish takes hold of the pole, goes to the board, repeats the sentence and points as he says each word to the word "Large" if a capital is required, and to "Small" if a small letter is needed.

CORRECT TENSE FORMS

Make a list of verbs. Write the principal parts of one of them on the board, and underneath, sentences requiring the tenses most likely to be met with by the children, leaving a blank space for the verb. The children insert the proper forms and read the sentences as they should be, corrections as far as possible coming from the class. Make the drill thorough and interesting by allowing the children to substitute names from their own experience or the reading lesson for those you have used. As the list of verbs is gradually taken up, write each new verb in a conspicuous place on the board. Allow the children to correct their own errors for a time, placing marks against the verbs misused, competing by classes for the fewest

REPRODUCING STORIES

The story of "The Crow and the Pitcher" is a good little reproduction story. On Monday I told the story; on Tuesday it was reproduced, first, by oral answers to questions, then as a complete story. I next put on the board a list of words (some of the words were paired in order to prevent choppy stories) as: "Crow, pitcher; low, water; break, overturn; neither; dropped, pebbles; raised, water. We then wrote the story, with constant reference to the list of words.

CORRECT SPEECH

Suppose during a recitation Philip says, "I done ten examples to-day." At once some one will raise a hand and say, "May I go to the board?" On receiving permission, he will write, "*I did* ten examples, Philip." This is always taken in a friendly spirit, and of course Philip is alert to catch this classmate. If there should be an error on the blackboard, you may be sure Philip will see it and say, "May I go to the board?" Then he will correct the sentence written there, or perhaps rewrite it below the first. This plan corrects the error "on the spot" and is as good as a dictation exercise. Sometimes it is not convenient to stop for a written correction and I say, "Tell us this time, please." But the children prefer to write, as there is the little surprise of seeing what pupil has made the mistake. Sometimes that person will hastily correct himself before any one else has a chance.

"GETTING ACQUAINTED" LESSONS

Many children are shy when they first come to school. It is wise to plan lessons so that they "forget themselves" and participate naturally. The ladder-game and the apple-tree game (climbing the rounds by the calling of new words learned; "picking the apples" by telling their word-names) are a help in doing this. I have learned that a variation of the plan helps the shy and backward people. We have baskets (pictures), and I write (put into the basket) all the words a little backward tot *does* know, when he knows so few that I never could have induced him to attempt the drill as I use it generally. I find that to change the form awakens interest. Sometimes we "pick cotton bolls," sometimes we "pull corn" and "stack" it. As soon as a few "action words" (this prepares for the term "verb") are learned, I write directions for "things to do," and make sure that the shy people are chosen with one or two more confident ones to "act out" the directions. Not more than three children at one time leave the seats.

These are some of the things they like to do (no word is spoken, of course):

Throw two bean-bags into the hole.

Bring me five marbles from the box.

Carry six marbles to Mary.

Put four pegs into the peg-board.

Make a cube with the plasticine (a long word like this is always recognized.)

Find eight books on my desk.

Roll two balls along the chalk-rest.

KEEPING A DIARY

I asked each child to buy a "composition book" and to bring all kinds of pictures, real or imaginary, of themselves, fathers, mothers, sisters, brothers, pets, houses, schoolhouses and churches. I bring pictures, too.

On the upper left hand corner of the first page the pupil pastes a real or imaginary picture of himself, and farther down, on the right hand side, a picture of his home, with a written description of each, as, "My name is Annette Gray. I am six years old. I have brown hair, etc. My home is very pretty, etc.," continuing until father, mother, sister, brother, home, school, church, and pets have been pasted and described. We use at most only three

pictures on each page. Later we write a sort of diary, describing something seen or done each day, using suitable pictures for illustration all the way through the book. On some pages of the book we have reproduction work from the reader. For example, if our lesson is about "Robin Redbreast," we write sentences similar to those in the lesson.

This plan gives the pupils an opportunity to use words they have learned, reviews spelling and writing, and is an incentive to original composition. Some of the books are very artistic, others are not, but every boy and girl feels that he has something worth while when he takes "John Smith—His Book" or "Mary Brown—Her Book" home in June.

COLOR LESSON

On a sunshiny morning the children observe the standard colors through a glass prism. The teacher asks, "John, what color do you see?" She insists on a complete sentence in reply.

John—"I see red. I see yellow. I see blue," etc., until all the colors are mentioned and all the children have recited.

After the children have had a pleasant time with the prism it is put away and the following game is played.

Teacher—I see a pretty hair ribbon. Can you guess which one, Jane?

Jane—Are you thinking of Helen's blue hair ribbon?

Teacher—No. (The child whose name is mentioned has the next turn.)

Helen—Are you thinking of Ethel's red ribbon?

Teacher—Yes. (She continues.) I see a pretty necktie.

The game goes on indefinitely, the teacher thinking of flowers, dresses, etc., the children guessing and each time giving a complete sentence in response. The game works especially well with shy or backward children, because of their love for color.

USING PICTURES

I always keep a portfolio of pictures on my desk. When the children get dull I take a picture from the drawer, hold it up before the class and say, "Now, then, the one who writes the best story may have the picture." Then I examine the papers, and paste the picture on the best. Spelling, neatness and good writing count.

Again, I hang the picture in plain sight of all the class and ask each one to describe what he sees there. If he sees enough, I ask him to begin a story. Just as his story begins to get interesting I break it off and tell another to take up the thread where he left off, and so on around the class. The pupils stand while they tell their stories and then sit and write out the completed tale.

At other times I give each child a picture to place on his desk and let him write his own story. I always allow him to keep the picture.

METHOD IN DRAMATIZATION

1. The telling of the story by the teacher.

The story should be told as graphically as possible, in order to give a vivid mental picture of the scenes to be acted.

2. Re-telling, by pupils answering questions.

The teacher asks such questions as, "What did Red Riding Hood's mother say to her when she gave her the basket?" "What did the little mouse then say to the big lion?" "What did Goldilocks do next?"

3. Questions to develop originality.

"What do you think Red Riding Hood's mother put in the basket?" "What do you think Goldilocks did when she first entered the house in the woods?" "What do you think the children were doing when they heard the Piper's music?"

4. Playing a scene or part at a time.

This step may be omitted in simple, easily-memorized stories.

5. Acting the whole story.

The pupils are encouraged to give their own interpretation. Actors are at liberty to use improvements suggested by former actors. Not long ago a little girl said, "If I were Red Riding Hood, I wouldn't act as Jean is acting." Soon after she was given the part, and hers was the better interpretation.

In regular language lessons we use little or no scenery and costumes. Although children love to "dress up," they are content to imagine. One corner of the room may be a house while another is the forest; boxes serve for bowls; a fox's den is under my table; aisles are streets or paths; pencils serve for knives and forks. Occasionally cloaks, lunch baskets or brooms are necessary to make the play attractive or more real.

IRREGULAR VERBS

I teach irregular verbs in conversation form, something like the following:

Teacher—You may go to the door. What did I tell you to do?

Pupil—You told me to go to the door.

Teacher—What did you do?

Pupil—I went to the door.

Teacher—What have you done?

Pupil—I have gone to the door.

Teacher—Who was it that went to the door?

Pupil—It was I who went to the door. It was he who went to the door, etc.

The following verbs may be used: Break, choose, come, draw, fall, go, etc. Do not keep the verb in the singular number. Have two or three pupils perform the act.

BIOGRAPHY STORIES

We use a great many biography stories, such as one finds in Normal Instructor and Primary Plans, "Stories of Great Artists," "Stories of Musicians," and "American Pioneers." The ones I am able to *tell* make the deepest impression on the children, but I read some of them.

The children reserve a few pages in their loose-leaf note-books for what we call our "Who's Who and Why" columns. In these we record the name, birth, nationality and profession of each character that we study, keeping one column for "Remarks." In this column the pupil makes notes about the characteristics that he personally admires most, and we leave a few lines blank for any further information that we may find later. In this way we correlate our work in English, reading, history, and ethics.

THIRD GRADE NOTE BOOKS

I had my third grade language class procure note books, and in these they copied the best of their written work. All written work is preceded by oral work.

First they copy poems from the board and then commit them to memory. Sometimes they have poems with words omitted which are to be supplied from lists on the board. The poems are copied in the center of the page, and along the margin we

paste little pictures illustrating the poems. Next they read very short stories from the board and copy them. These are illustrated with pencil, paper-cutting, or pictures cut from advertisements. Then they have written reproduction stories (not copied literally) and also (as they call them) "made-up" stories. Sometimes they write sentences from a list of words on the board, and having learned the difference between statement and question, they have exercises in the use of these. Only the best written and best sounding go into the books. Also they have work like the following, oral preparation coming, of course, before the written:

1. The flies were eating sugar.

This sentence tells about the —.

The words — tell what the flies were doing.

The word — tells what the flies were eating.

2. Tom came to the table.

This sentence tells about —.

The word — tells what Tom did.

The words — tell where Tom came.

CORRECTING GRAMMATICAL ERRORS

I lacked time to be constantly correcting grammatical errors made by my pupils, so I arranged the following device. On the board I put this question, "Who said it incorrectly?" Below this I put a list of phrases often used erroneously, as: "I saw," "I have seen," "It is I," "I am not," "May I," etc. When any child during the day made an error, the one who noticed it was permitted to put the speaker's name on the board after the form he should have used. The list grew amazingly and soon had to be transferred to paper. Pupils all watched carefully to keep their names from the list and to catch others. They even ran in from the playground to check names. A marked improvement in speech was soon noticeable.

LIVING SENTENCES

One of the boys or girls chooses to be the subject of the sentence. We decide to talk about "the farmer," perhaps. Whatever the subject, the "verb" child, the "predicate-complement" child, and all the others take their places most understandingly. Describe-words—adjectives, of course—and "how, when,

why" words are added according to the sense of the sentence being constructed. Prepositional phrases, and the work they do in the sentence, no longer puzzle us. "In the spring," or "before the lady called,"—if, for better arrangement these phrases that do adverbial work wish to take places at the beginning of a sentence, they do so.

If a sentence in the reader troubles us, it is just made into "a living sentence" and we see what work each word does. The room is alive with interest over this work. The activity helps in the brightening of dulled faculties and a once dreaded lesson is now the most fascinating of all.

GIANT POOR ENGLISH

We secured a box and outlined the hideous features of a giant on the lid, cutting a slit for the mouth. The children prepared some small slips which they could carry with them at the recess period. Whenever they heard errors made by their playmates, they jotted them down, putting down the name of the one who made the error and the one who corrected it. The slips served as food for the giant Poor English, and he was fed as the children passed into the room after recess. At the language period the lid was removed, and all were very anxious to hear the slips read. All honors and special privileges were given those who had no errors recorded against them, and those who had been able to find the most mistakes made by others. The first few days Giant Poor English received many slips, but the object of the game was to starve him, and toward the last of the term he became very hungry.

NEWS REPORTING

Our rural school put into practical application English and spelling lessons by writing news for the local paper. On Monday mornings each pupil brought his news items neatly written on a slip of paper. These slips were collected and read by the teacher. If grammatical errors were found the pupil was required to re-write his item. When all the items were in proper shape they were given to one pupil, called the chief reporter, who copied and sent them to the editor of the paper. The chief reporter was chosen each week by placing the names of the sixth and seventh grade pupils in a box and drawing out a slip. The teacher interviewed the editor of the local paper and he gladly supplied the

same stationery and stamped envelopes that he gave other regular correspondents. Both parents and pupils were pleased to see the little happenings of the locality printed in the paper, and were especially interested in the monthly attendance reports, the results of examinations, and other school affairs.

A DEFINITION JINGLE

I have found the following rhymes very useful in teaching small pupils the parts of speech:

Three little words you often see
Are articles, *a*, *an*, and *the*.

A noun's the name of anything,
As *house* or *garden*, *hoop* or *swing*.

Instead of nouns the pronouns stand—
Her head, *your* face, *his* arm, *my* hand.

Adjectives tell the kind of noun,
As *great*, *small*, *pretty*, *white*, or *brown*.

Verbs tell of something to be done—
To *read*, *count*, *sing*, *talk*, *laugh*, or *run*.

How things are done the adverbs tell,
As *slowly*, *quickly*, *ill*, or *well*.

Conjunctions join the words together,
As men *and* women, wind *or* weather.

The preposition stands before
A noun, as *in* or *through* a door.

The interjection shows surprise,
As *oh*! how pretty; *ah*! how wise.

The whole are called nine parts of speech,
Which reading, writing, speaking teach.

CORRECT TALK CLUB

Our fifth grade pupils have organized a club which we call the Correct Talk Club. They agreed not to become angry when corrected by a member of the C. T. C. The mode of correction is a singular one. When one pupil hears another use an incorrect expression he says "C. T. C." Thereupon the other pupil quickly corrects himself if he knows what the error is. If he does not,

the pupil who says "C. T. C." tells him. In the class or during study time he can not say "C. T. C.," but quietly writes the sentence in which a mistake occurred on a piece of paper, which he slips into a box on the teacher's desk as he returns to his seat. Then on Friday, during the language period, all these slips of the tongue are corrected by the class.

CORRELATION IN SENTENCE WRITING

What kind of sentences do you get from grammar classes? Are they the weak and flabby kind? When studying the appositive, do you accept yards and even miles of changes rung upon "Mr. Smith, the butcher, is sick"? Do you weakly consent to hear that "The boy who was here has gone"? and "When he comes, I shall go"? If so, it is your own fault, for all children can make better sentences and will if you insist upon it. Of course, these sentences are grammatically right, and they illustrate the subject under discussion, but can they not be bettered? I believe that they can, and that the material for better ones is in the hands of the pupils themselves. One day, announce that all sentences are to be based upon the reading lesson, the next upon the history lesson; later on, upon the story you are reading to the school. Soon you will find that the English lesson is improving, that the children are taking more interest in it, and that their grasp upon their other studies is becoming stronger because the material therein has been used more than once.

LIFE EXERCISES IN COMPOSITION

We were all tired of compositions on the Cat, Dog, and Crow, so we decided to have some subjects of our own invention. Willie, Reginald, Annie, and Alberta were selected to come to the front of the room and face the class. "Now," said the teacher, "everybody watch the 'actors,' and be prepared, when they have returned to their seats, to write an account of what they do, in the order in which it is done." To encourage them in the best efforts, she added "The four pupils who have the best account will be permitted to 'act' a composition exercise next Wednesday." The four pupils bowed. Willie went to the cupboard and got an apple and a knife. He cut the apple into four equal parts and divided them among the "actors." They then ate the parts, greatly to the amusement of the class. "A little laughing is all

right, but be thinking all the time how you are going to tell the story," suggested the teacher.

Willie wrote on the board, "One apple has four quarters," and signed his name. The other pupils signed their names under his. Then they distributed the composition blanks, placed supplementary readers on the teacher's desk, ready for those who finished before the others, stood in line again, bowed, and returned to their seats.

"Be careful how you spell these words," said the teacher, at the same time writing them on the board

cupboard	knife	ate	wrote
signed	divided	brought	composition

The pupils described all that the "actors" did. In choosing the best four, more attention was given to good expression than to spelling and grammar. The teacher pointed out the most common mistakes, such as "a apple," but the pupils were not asked to rewrite the exercises, as that would have killed the interest.

REAL LETTERS

A successful way of getting pupils interested in letter writing is to ask the pupils how they would like to receive letters from children who live in some other country. Every one is usually interested at once and wants to know more of the plan. It is a good plan to let them take a vote on the country to which they want to send their letters. When this question has been decided, let it be understood that only twelve of the best letters will be sent, to some town in the country decided upon.

The teacher can help the boys and girls form their ideas of what to write about, by stating that the little foreign children would be interested in our games, school work, buildings, or anything that we would talk about if we were to meet them. I have found that placing on the blackboard a list of subjects suggested by the pupils is also a good help in getting interesting letters.

At the top of the paper, on the right hand side, we tell where we live and the date on which we are writing. Then we shall greet the reader as "Dear Unknown Friend." An example on the board is a time saver. Leave the body of the letter to the pupils, with a few suggestions in regard to neatness and spelling. The pupils are not told who are included among the "twelve best" letter writers. The secret is not disclosed until the answers are received.

STORY OF THE PILGRIMS

When teaching the story of the Pilgrims to the second grade we were one month in completing the subject. The class was first told of the English home of the Puritans. A rough sketch of England and Holland was put on the board, and the children put in the water between the two countries with blue chalk. They learned the Pilgrims' reason for leaving England, of the voyage to Holland, and the character of the Dutch people. Then the following words were placed on the board:

England	worship	windmills
Puritans	Holland	thrifty
Pilgrims	Dutch	language
King's	church	dikes

The class first told orally what these words suggested to their minds. On the following day they wrote on paper the facts suggested by the words. We then continued the story, telling why they left Holland, for what country they started, the number embarking in the Mayflower, the stormy voyage, the birth of Peregrine White, and the landing in America. The following words and phrases were put on the board:

country of their own	Plymouth Rock
Mayflower	very cold weather
America	knelt and thanked God
stormy voyage	baby Peregrine

The same method was followed as with the first list. They were then told of the first severe winter, their Indian friends, the successful crops, and the Thanksgiving day as a grand climax. The papers were collected from day to day, and a list of misspelled words was kept. These constituted our Friday spelling lessons.

Busy Work:

Write five things the Pilgrims did.

Write five things the Pilgrims ate.

Write five names of Pilgrims.

Supply missing letters in words, as, P-l-r-ms.

Supply missing words in sentences, as, The Pilgrims came to

Name ten things we have which the Pilgrims did not have.

Draw a picture of the Mayflower, and of a log church.

Draw a stalk of corn.

DRAMATIZATION

In dramatization go from the simple to the complex and then to the more complex until you reach a goal. The easiest way to begin such work is:

1. *Character Sketches*: Whisper to a child something to be, as: drummer boy; soldier boy; newsboy; messenger boy; shoemaker; seamstress; cook; musician; teacher; stenographer; animal.

Let the pupil go to the front of the room and act as he says, "Have you ever seen a laddie do this way, and that way?" Let the other pupils guess what he is acting.

2. *Portrayal of Moods*:

1. Crying child.

2. Cross child.

3. Happy child.

4. Frightened child.

5. Lazy child.

6. Lonesome child.

3. *Tableaux*: From stories, as Cinderella.

4. *Dialogue Form*.

5. *Dramatic Art*.

A LIVE SCHOOL PAPER

Our school edits a paper, called "The Weekly Banner." We have an editor and two reporters. One reporter "rustles" around among the people in the district and gathers news, while the other one gathers up school news. We report funny sayings, absences, games played, the progress of different classes, visitors, sickness, and everything of interest in the school. The reporters give the news to the editor, who corrects them, and copies them into a tablet or notebook kept for that purpose. We put in "lost and found" advertisements, advertisements of corn-shelling, well-digging, auctioneering, or any trade carried on in the district. We have the weekly report of "Butter and Eggs" by telephone from our nearest town. Every child in school is permitted to hand news to the reporters.

Every Friday afternoon our newspaper is read by the editor. The children remember many items and tell them at home to their parents, who have become so interested that they ask the children to tell them the news every Friday night—especially the district news.

VALUE OF DEBATES

Instead of waiting until children are in the sophomore or junior class in high school before allowing them to debate, start in the lower grades, and along with the regular Friday afternoon entertainments have a debate, selecting subjects suitable to the grade and age of your pupils. A good plan is to divide the pupils into two different divisions, and a week before the day set for the debate appoint a chief debater from each side, the rest to act as aids. It is the part of each pupil to get as many ideas as he can in defense of his side of the question; each pupil being requested to ask his parents for any ideas or information they may be able to give him. In this way the parents are brought into closer touch with school work. So many heads working on a subject will be sure to bring good results. Smaller children cannot be expected to take in at first all the different points of a subject without some assistance.

On the day of the debate, after the chief debater has spoken, allow pupils from each side to give any ideas they may have. The side that puts up the strongest argument is the winner. The teacher should decide the debate herself, as pupils are apt to be a little prejudiced.

DRAWING AND REPRODUCTION STORIES

My first and second grade pupils enjoy hearing and reproducing the stories that I save from educational magazines. Each child draws a picture which will suggest one of the stories to the minds of the other members of the class. As each child is called upon, he holds his picture before the class. The one who guesses the story represented is allowed to tell the story. At other times they exchange pictures. Each one must interpret the drawing which he receives. If one can not be guessed, the little artist of that puzzle relates the tale he failed to represent clearly.

EXERCISES BASED ON A PICTURE

The class look at a new picture and spell all the words they can that are names of things in the picture. These words I put in lists on the board. The pupils vie with one other to get the longest list. Then I put on a few new words and connecting words, and the class in turn gives sentences, pointing out different words as they do so.

TELEPHONE CONVERSATION

I have a language drill for the correct use of punctuation marks that has been very effective. We write a telephone conversation as heard by a person sitting in a room where some one is telephoning. The children enjoy it, and after the drill I have little trouble with quotation marks and other annoying points.

"121 X, please."

"Is this Charlie?"

"Charlie, may I borrow your 'Jack and Jill'?"

"All right, thank you."

"I will."

"Good-bye."

LANGUAGE WORK

I have arranged what we call "Our Garland of Days." The class provided themselves with pen tablets especially for this work. About the middle of the first page we wrote the following lines:

A GARLAND OF DAYS

Happy, happy holidays!
Days of learning Nature's ways,
Days of childish sport and play,
Days to keep in mind alway;
Sacred days of deed and story;
Days that speak the Nation's glory.

On the next right hand page we wrote a list of special days, as they occur—New Year's Day, Lincoln's Birthday, St. Valentine's Day, Washington's Birthday, Easter Sunday, Arbor Day, Memorial Day, Flag Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Day.

I have made a collection of short poems, quotations, anecdotes, and historical facts about each one of "Our Days." Any teacher can make the same by looking over the material she has on hand. Insist that all writing in these books must be the pupil's best, and that all writing be on the right hand page, leaving the left vacant. I write the work on the blackboard and the pupils copy. This work is done once or twice a week and the regular class work the rest of the time.

Explain to the class that the pages which have been left blank are for illustrations to be cut from magazines, newspapers, etc. Now, every morning for days you will see bright eyes at the door

as the boys and girls hurry in to tell you that they found the picture of a cannon, or of Lincoln's home, or of a flag, or of soldiers marching—just what they wanted for some of their "Days." You will be delighted with the interest aroused, for each one will be anxious to have a nice book to take home at the end of the term to show to those who have helped find the pictures that make the book almost alive. Some of our books are so good I expect to show them at the County Fair.

CHRONICLE OF EVERY DAY

We write a school diary, appointing a new secretary for each week. The secretary's report is read every morning. Many accounts are quite amusing. We note the weather, school attendance, visitors, and the various exercises of school, as:

Jan. 6—It is a very cold day. Thermometer reads eight degrees above zero. We have fifteen scholars. T. R. is at home sick with a cold. P. H. got ninety-five in deportment this afternoon. This morning we sang "The Laughing Boy" and "The Song of the Wind." Then we recited "Snow." E. lost his "Good" by laughing. For a history lesson we played the historical game. We wrote the boundaries of states upon the board in geography class. Some of us are writing about "The Grizzly Bear" to-day.

WRITING STORIES

We write stories for a part of Friday afternoon work. Often we take topics dealing with nature. Sometimes I read or tell the pupils an account relating to the subject, then place an outline on the board upon which the story is built. We have written about Winter, Grizzly Bears, Woodchuck, Squirrel, and Thrush.

PLAYING POSTMAN

On Friday afternoon I tell my pupils that they may write short letters to each other. I appoint two pupils as mail carriers, to gather and distribute the letters. My desk is the post office, where all letters are read and mistakes marked with a blue pencil. If there are many mistakes the letter is sent to the "Dead Letter Office," and from there returned to the writer. If the work is neatly and correctly done the letters are delivered to those addressed.

ENCOURAGING NEATNESS

Every paper which I consider neat and fairly accurate is marked with a red star, and every perfect paper with a gold star. Every paper receiving a gold star, is, as the children say, "put on the shelf with the pretty things," for a day. This shelf I have made as pretty as possible, draping it with crepe paper and putting two or three choice pictures and our little clock on it. Every child considers it a great honor to find one of his papers on the shelf.

DIACRITICAL MARKINGS

The following test was chosen to determine whether pupils had sufficiently mastered the fundamentals of diacritical marking to make intelligent use of the dictionary.

1. Mark long a. Give a word to illustrate.
2. Mark long e. Give a word to illustrate.
3. Mark long i. Give a word to illustrate.
4. Mark long o. Give a word to illustrate.
5. Mark long u. Give a word to illustrate.
6. Mark short a. Give a word to illustrate.
7. Mark short e. Give a word to illustrate.
8. Mark short i. Give a word to illustrate.
9. Mark short o. Give a word to illustrate.
10. Mark short u. Give a word to illustrate.
11. Mark a as in arm.
12. Mark a as in fall.
13. Mark a as in ask.
14. Mark c as in cat.
15. Mark c as in cent.
16. Mark g as in get.
17. Mark g as in gem.
18. Mark s as in has.
19. Mark i as in machine.
20. Mark i as in bird.

GEOGRAPHY

SALT AND FLOUR MAPS

DRAW the outline of a map on art paper and cover it with the following mixture: Four teaspoonfuls of salt, three of flour; mix well in dish or tin pan; moisten to consistency of thick paste for spreading. Place in a warm spot and allow it to dry. For mountains, pile the paste to the desired height and let it dry, or apply a second treatment when the first coat has become solid. This mixture dries out beautifully white, and when rivers and lakes are marked on it with red ink, the study of physical features is a pleasure to the pupils. We prepare for one set of maps at a time, as the mixture cannot be used after it dries in the pan.

SALT AND CORN STARCH MAPS

Take one pound of corn starch and two quarts of salt. Moisten the starch with a very little water and heat the salt. Then mix the two together and bake until thick enough to mould. After moulding wrap in a damp cloth until wanted. The hands should be kept wet while working the mixture. Draw an outline of the map on heavy cardboard and cut out. Cover this with the mixture, and put on the elevations; when done the map may be baked until dry, or it will dry of itself if left undisturbed for twenty-four hours.

SAND MAPS

There is no better way to impress the form and surface of the continents than to have pupils make sand maps. Maps that can be preserved are made as follows: Take a piece of cardboard the desired size, and on this draw or trace an outline of the continent to be taught. Over the outline spread a thin coat of mucilage. On the mucilage sprinkle fine dry sand and work it well into the mucilage. For mountains and highlands spread on more layers of mucilage and sand until the proper relation between the highland and the valley is shown. Place in the sun to dry. When

dry it may be displayed on the walls of the schoolroom. If the mucilage spreads beyond the outline, trim it back with a sharp knife.

PULP MAPS

Tear newspapers into small pieces and fill a wooden pail nearly full. Do not use a tin pail as tin will rust and discolor the pulp. Pour over the paper enough boiling water to cover the pieces, stirring all the time with a stick. Stir it occasionally for a few days until it is reduced to a pulp. When using, squeeze the pulp dry enough to be easily used.

HOW TO MAKE A SAND-TABLE

My sand-table has proved to be a great aid in teaching geography. Mine is made from a shallow box of heavy boards, six inches deep, and three by six feet. It is water tight, and the inside is painted a sea blue. The table stands high enough above the floor so that the children can reach all parts easily. It is solidly braced, as it is heavy when full. The sand should be clean, fine, pure white quartz sand, from river bed or sand bed. Sea sand is ideal. Fill the table from one-half to two-thirds full.

HOLLAND SAND-TABLE

I called for material for a Holland sand-table from my second graders, and so much was brought that it was necessary to use two trays, placed side by side. First the ocean was decided upon, and then began the construction of the dike. It was made of wet sand, well packed together and leveled. Then the mainland and canals were made. Pale blue tissue paper represented water in the canals. Windmills were fashioned by the boys with Meccano sets. They made six, each different in design. These were placed near the dike and canals.

Three different kinds of homes were shown. There was the windmill in which the miller occupies the first story. There was the houseboat, for which we used an ark. Small tulips, cut free-hand and colored, were planted outside the upper windows. Small houses made of cardboard were brought by some of the pupils, and so placed that none stood straight. Some of the smaller houses were placed upon sticks or piles. Meccano sets were used to build bridges across the canals, and milk carts, made from the

same sets and drawn by dogs, were placed along the street. Toy milk-cans were in the carts. Small Dutch boys drove the dogs. The girls dressed small dolls as little Dutch people, and these with pictures cut from magazines and coffee advertisements made up the people of the village.

TEACHING DIRECTIONS

I teach my little folk directions something like this:

Play you are a guide-post and point to the east.

Play you are a bird and fly to the south.

Play you are an engine, and puff away to the west.

Play you are a soldier and march away into the north country.

All sit in the seats. Play the top of the desk is a field with a fence around it. Play that your right hand is a little rabbit that lives in the middle of the field. (Hand in the middle of the desk.) Make Bunny run to the upper right-hand corner of the field. Make him hop to the lower left-hand corner of the field; to the upper left-hand corner; to the lower right-hand corner; to the middle of the upper fence (side); to the middle of the left-hand fence (side); to the middle of the lower fence (side); to the middle of the right fence (side); then back to his hole in the middle of the field.

Teach the children to move their hands quickly and they will soon learn the meaning of "upper left," "lower right," etc. This knowledge will be a great help in drawing, writing, and folding lessons.

HOW THE SAND-TABLE HELPS

To me the sand-table is indispensable in teaching fourth grade geography. In studying our own state, Idaho, I modeled it in sand, being careful to have the sand wet, so that it would be hard when dry, as I wished to use it for several days. I showed the boundaries, the chief mountain ranges, and the Snake Basin, and located the largest and near-by towns. We were careful to keep the directions, north toward the north, etc. After interesting and thorough lessons had taken place around the sand-table, the pupils were given hectographed copies of the state map, and each made his own model of plasticine, using the copy as a guide. Later they made free-hand drawings of the state, which were really

good. When we began the study of the text we covered the lessons as outlined there, but worked out on the table everything that could be shown, as plains and swamps, hills and valleys, river systems, and mountains. We illustrated all terms related to rivers and mountains, even to an avalanche of white aster petals, which happened to be the most convenient material, and which readily tumbled down the mountain with a little assistance in starting.

That which, perhaps, aroused the most interest in the children was a harbor. For this I made as large a bay as our table would permit, and the children did the rest of the work, partly under my direction and partly under their own. They formed islands, peninsulas, capes, shallows, and shoals; and made lighthouses, lightships, wharves, ships, and buoys. Even the pilot was there to guide the vessels into the harbor. When I considered them ready for the next step they were urged to compose short, clear definitions for the terms studied and illustrated. The best of these were selected and copied in notebooks. Sometimes they were the same as given in the textbook; more often they were not, and I considered them better. They were the children's own property; there were definite ideas back of them; and best of all, they were remembered, as rigid tests given later showed.

POST CARDS

For weeks I had been struggling with a geography class that would n't be interested in anything, try as I would to arouse them. We were studying the Pacific States. One day the postman left a post card from California for me at the schoolhouse, showing olive pickers at work. Some of the members of that hopeless class saw it and began to ask questions. We got the geographies then and there, though it was noon and a sacrilege to do anything that looked like studying, of course! We found the place from which the card came, and then arose a discussion about olive growing and the extent to which it was carried on in California, with further references to the geographies, and it was ten minutes past bell time when we came back to our own state and our afternoon's work!

That afternoon I hardly recognized my moss-grown geography class in the company of bright, enthusiastic girls and boys before me. That very night I overhauled my collection of cards, with the result that our class was supplied with about forty good views

of the states about which we were studying, and from that date there were no more dull, uninteresting recitations.

Since then I have procured many cards of interesting places. I keep a wire rack in the schoolroom for the cards we are using, changing them as we pass from one section to another in our work.

ESKIMO SAND-TABLE

In the rear of the tray may be seen a small body of water. Icebergs are seen. They were cut from stiff paper to which cotton had been pasted, then sprinkled with artificial snow. Upon the water is the Eskimo in his kayak. The boat was made from stiff paper and the Eskimo placed in the opening. The seal, sea lion, deer, and polar bear are cut from paper and colored to represent real animals. For the igloo, a circle was drawn upon the tray. The children made the igloo with wet sand, as nearly as possible like the real one. After it was finished, a sharp stick was used to mark the blocks as if they were blocks of snow, then the smaller parts were added. Cotton sprinkled with artificial snow was spread over the tray. The sledges were made by two of the boys, who used their Meccano sets. The girls brought the Eskimo dolls and toy dogs from home. The boys cut the harnesses and hitched the dogs to the sledges.

PERSONIFICATION

My pupils are fond of being named for the countries or states of the continent which we are taking up for study. Each pupil is supposed to find out everything he can about the country for which he is named, and be ready at any time when called upon to tell everything he knows of the situation, surface, drainage, cities, people, industries, and commercial advantages of that country. If there are not enough countries I give out names of large cities or rivers. Much interest is manifested, and not a little rivalry, as each is anxious to find out all he can of his own country. Each pupil in the grade is supposed to know about every other pupil's country and to make corrections if necessary.

Occasionally I call for a country in this way: "Russia, I should like you to tell us of your size and surface." "France may tell us of her industries." "Austria, what mines can you boast of?" Again, I say, "England, send a cargo of goods," and that pupil will describe his load and tell where the vessel is to be sent.

SCHOOL WEATHER CLUB

Organize a weather club in the higher grades, whose duty it is to spread the proper information, taken from daily readings of a barometer, by posting or displaying different colored flags at some conspicuous place, similar to the flags used by the United States Weather Bureau.

First, buy a barometer. There are two kinds of barometers one may buy, the mercurial, which is mostly used in the United States Weather Bureau, and the aneroid, which is a clock-like affair and registers on a dial the different changes of the atmosphere. The mercurial barometer foretells the weather by its rise or fall, and in making forecasts one may be guided by the following laws:

1. A rising barometer indicates the approach of fair weather.
2. A gradually falling barometer indicates the approach of foul weather.
3. A sudden fall of the barometer indicates the approach of a storm.
4. A high, unchanging barometer indicates settled fair weather.

Second, make flags of different colored muslins, or get white cloth and dye it with fast colors. You can attach the signals to the same rope used on your flag, or have a separate rope. The signals may be made of a size to suit your own taste. A white flag indicates fair weather. A flag with the upper half white and the lower half blue indicates local rain or snow, or foul weather. A full blue flag indicates general rain or snow. A triangular blue flag indicates change of temperature. A white flag with a black square in the center indicates a cold wave, which means a drop of at least fifteen or twenty degrees.

If your school is located near a town or post office, or if a rural route passes it, the chart given out by the Department of Agriculture may be had, and your displays made from it.

THE MAPLESS SCHOOLROOM

Are any of you unfortunate enough to teach where there are no maps? If so, my plan may help you. I draw on the board a large map of the country or state we are studying. The counties, rivers, and lakes are drawn in, but no names written. First the pupils learn the counties, pointing to them on the map as they

name them; then the rivers, lakes, and bays. The third day they locate all the important cities, together with their leading industries. The next day I draw straight lines through the center of the map both ways, and four more midway from the lines already drawn, to the outer edges of the map. Then I give each child a piece of paper, showing them how to fold it so the creases correspond to the lines drawn across the blackboard map. With this help they are able to draw very good maps, locating all the places previously studied.

SUBMARINE SAND-TABLE

Erect a yardstick upon each corner of the sand-table. Stretch blue mosquito bar around these posts, fastening with thumb tacks. Above the horizon line, on the blackboard, draw a purple and gold sunset. Paste a poster-like ship at one end. Below the horizon line draw pictures of Neptune's botanical gardens, or paste silver paper against the blackboard and decorate with cut pictures.

The sand-table is the floor of the ocean. In the center, a doll dressed in a deep sea diver's suit, with ropes around the body, is exploring the wreck of an ancient treasure ship. A broken toy ship partly covered with sand takes this part. Shells, fish, old nets, and many other bits will be brought by the children to complete this picture.

READING THE MAP

Beginners in geography often find difficulty in reading the maps. This Friday afternoon exercise helps. All turn to the same map. The teacher says, "Find a lake." The first to do so raises his hand. The teacher says, "Name the lake." The name is given. Rivers, mountains, cities, etc., are called for in turn, and the name of each is given. The first child to find the desired place raises his hand and is given a score on the board. He selects the next place to be found, and so on through the game. The winner of the largest score receives a pencil or card.

GEOGRAPHY BOOKLETS

Illustrate land forms, and under each write the definition. Make the land brown and the water blue. Do the same with the water forms. This makes an attractive booklet, and drawing the pictures impresses the meaning of the definitions.

INTERESTING WORK

On the first day in a new school several of the fifth grade informed me that they "hated geography." I determined to make it interesting and asked the pupils if they liked to cut out pictures. Of course they all said they did, and I told them to find pictures of one or two persons belonging to each of the races. That led to a discussion of the people. The next day I tacked a large map of North America on the wall. I selected one picture of a person from each of the races, and after talking about where to paste it, I let one of the scholars put it where it belonged. The children immediately became interested in doing this. I allowed them to trace maps and paste on them the pictures they had found. After several lessons on North America they became more familiar with the shape of the continent and I taught them to draw it by means of squares.

Soon we took up the study of the products. Each child was assigned one product to discuss. I allowed them to choose their own as nearly as possible. For instance, John's father raised corn. John learned all he could about corn and in a few days told the class about it. Mary had lived in the South, so she chose cotton. Ella had an aunt who had just come from Mexico. I asked her to find out from this aunt about where we get vanilla. The talks were all very interesting. After the class had the products of North America well in mind they cut out pictures of each of these products, which may be found in old geographies, seed catalogues, and many other places. They pasted them on maps which they drew. We then made dough maps and used real products, such as grains of corn, wheat, oats, rye, barley, and rice; seeds from cotton; pieces of coal, and wood; tinfoil for silver, gilt paper for gold, etc. When we finished studying about the continent I felt satisfied that the class liked geography, and could name most of the products and tell where they belonged.

FRIDAY AFTERNOON CIRCUS

We sometimes have a circus on Friday afternoon. All the blackboard space is covered with pictures of different wild animals, done with stencils. Under each animal is written its name, the family to which it belongs, and the country from which it comes. Each child is made a "keeper" of some animal and describes its life.

INTERESTING GEOGRAPHY

We were beginning the study of products of the United States, and I was determined to make it novel and interesting, if possible. I assigned a different subject to each member of the class, asking them to find out all they could about their own special topic before the next lesson. In the next class we discussed the topics, and each pupil added any interesting facts which he could. For our language lesson on this same day each wrote the story of his product. We exchanged papers and corrected.

In our geography lesson we drew a map of the United States, and pasted or fastened bits of their product (as kernels of corn or wheat, or bits of coal) over the territory in which the product is found. During the drawing period we made a cover design for the story already written. Next we mounted our maps and stories on cardboard, nine by sixteen inches, placing the map across the top of the cardboard and the stories below. We then filled small vials with different things made from the products, and fastened them to the cardboard by means of rubber bands. Of course, some of the products we were unable to put into vials, but we fastened them to the cardboard in different ways.

GEOGRAPHY CLUB

Our classes were organized into a Geography Club, the object being to find out something new or odd about the earth. Every other Friday the association met and discussed what they had learned. Each pupil would strive to find a more curious bit of information to give than the others.

GEOGRAPHICAL SETTING OF SONGS

In taking up a section of states, we studied historical points and learned the songs connected with them. For instance, when studying the Southern and Middle Atlantic States we read about Independence Hall, Trenton, the Quakers, Sherman's March to the Sea, and other places and incidents. We learned "Maryland, my Maryland," "Star-Spangled Banner," "Swanee River," and "Marching Through Georgia," and why they were written. Many times when papers were being collected, at a given signal one of our best singers would start one of these songs, and the others would join in singing in a very spirited manner.

CONNECTING LITERATURE WITH GEOGRAPHY

Geography is a practical story of the world in which we live, and being practical, deals exclusively in facts. A pupil will remember facts much more readily if they are associated with pleasant things. Geography is made much more interesting if it is connected with some work of literature; for instance, read "Evangeline" when studying Nova Scotia; read Mark Twain's stories when studying the Mississippi River.

Here is a list of books and stories to be read with geography lessons.

Biography of Hawthorne—New England States.

Biography of Longfellow—Maine.

Lincoln's Gettysburg Speech—Pennsylvania.

Longfellow's "Hiawatha"—Region about the Great Lakes.

"Stories of Missouri"—Missouri.

Dickens's "Oliver Twist"—London.

De Quincey's "Joan of Arc"—France.

Biography of Stevenson—Scotland.

"The Nurnburg Stove"—Bavaria.

"The Pied Piper of Hamelin"—Hanover.

"The Matsuyama Mirror"—Japan.

"The Boy Who Saved Holland"—Holland.

PICTURE, STORY, SONG

Every week we choose a foreign country to study. I usually begin the work by pointing out the location of the country on a large map of the world. Then after a brief description of the appearance, dress, and general character of the people, I sing for the children the national hymn of that country, which they readily learn. After learning the song we talk about the people, and the children are free to ask any question they wish. I then read aloud stories, some historical, some merely fiction, but all of them pertaining to the country which we are studying. During the remainder of the week we discuss pictures of the country, read the tales and sing the songs of the nation, and after a few months the children are quite familiar with many of our "brothers who dwell across the wave." Of course our nation-study is relieved by pretty songs and stories of our native land, but I can see the little minds widen under this study and grasp many important facts which will be an aid to them in their later studies.

My little people are enthusiastic over this wider work, and it is good to hear their voices ringing out the strains of "God save the King;" or perhaps the "Marseillaise" leaps from their throats, followed by some quaint old Scotch melody, a soft Canadian boat song, or a glad Swiss mountain trill, with its calls of "Yo lee oh lay ee oh!" But whether it is ballad, hymn, or martial song, I feel the hearts of my boys and girls warming with a love for the little men and women the wide world over and growing in patriotism by learning of the "home-love" of other lands.

MAP PUZZLES

Obtain a number of maps of the different states and mount them on stiff manila paper. Cut each mounted map into pieces not smaller than an inch and one-half in size, and of different shapes. Mix the cut pieces and give them to the children to build different groups of the United States, Southern New England, Central States, etc. Have each child write four facts about the groups made. The maps may be obtained from old geographies, railroad folders, or calendars. In large classes the children can work in groups, each group making a different section and each child writing facts about different states, as far as possible.

IMAGINARY TRAVELS

Taking imaginary travels as a means of teaching geography has almost become a hackneyed subject, but the following plan, suggested by the pupils themselves, proved very interesting. A half-dozen pupils, all of the same nationality, laughingly pretended they were going to the home of their forefathers—Holland—attired in the picturesque Holland fashion. On asking them how they intended to get there, maps were immediately consulted, a route was decided on, also the port where they expected to land. Other pupils formed into groups according to their nationalities, and looked up the route by which they could reach their Mother-country. A friendly but spirited contest arose as to whose country had the most advantages. The card catalog of my library books, which had taken up so many of my evenings to prepare, and which up to the present time had been accorded anything but a favorable reception by the children, was now in great demand, as by this means the pupils could quickly find references to the country they were planning to visit. We agreed to go about our

“make-believe” journey systematically, and I gave every child the privilege of studying up his country whenever he knew his lessons. The following are some of the points studied, and a glance will show how much ground was covered:

What route must be taken?

How far must you travel before reaching the ocean?

About how long will it be before you reach your destination?

What will you do with your money so that you can use it in that country?

How much will your money then be worth?

Under what rule or government will you be?

Has the country an army and navy?

Discuss the manners, customs, and chief characteristics of the people. The climate and productions as compared with the United States.

Then we agreed to write a book. Four nationalities were represented—Irish, Hollanders, German and English. The three Irish pupils each wrote a chapter on “Ireland,” and so on. Our book was divided into four parts, one part for each nation represented. There were twenty pupils who were able to write sufficiently well, so we had twenty chapters. All were rewritten by our best penman and bound with the covers of an old book, which were recovered with green leatherette, with a tiny flag pasted in each corner to represent each nation. The book was added to our library and both teacher and pupils are proud of it.

SCHOOL-MADE GLOBES

Our schoolroom had no globe and it was difficult to teach with the help of maps only. We made clay balls four inches in diameter, and while the clay was still soft we drew the equator, meridians, and parallels on them with a sharp stick. When the balls had hardened we painted white the lines left by the sticks. I am sure that the members of that class will always know what is meant by latitude and longitude. I used common road clay, as the white lines showed up better on that than on modeling clay.

SPELLING

BASEBALL SPELLING

A SPELLING contest conducted on the order of a game of baseball is the most successful device for reviewing spelling that I can give. The school chooses sides as for ordinary spelling contests. Let the best speller on each side act as "catcher," who "catches" all the words misspelled by the "batter." Another pupil acts as "pitcher," and pronounces the words. Others act as first, second, and third basemen. As the "batter" (from the opposite side) comes up, a word is pronounced by the pitcher. If it is spelled correctly, the batter proceeds to first base. If the word is missed, the catcher spells it and another word is given to the batter. If the third word is missed, and the catcher spells it correctly, the batter is out and another takes his place. Proceed as in baseball. Give only one trial for each word. As a batter starts for a base, if there is already one at that base, the first one there should move on to the next base. If the pitcher pronounces a word to the baseman and he spells it before a batter gets to the base, the batter is out. Three outs on each side make an inning, and six innings make the game. If a batter succeeds in passing all three bases and getting "home," a score is made for his side. The teacher should act as umpire, calling outs and keeping score.

PRONOUNCING AND WRITING

Young spellers are often unable to pronounce many words in the spelling lesson. Just before the class begins to study the lesson, place each word on the board in syllables, with accent and diacritical marks, and pronounce it. The class write the words and repeat them after you. After this ask each pupil to write each word neatly five times and bring the work to class. Have the pupils write every misspelled word five times on the blackboard, correctly. Keep a list of words missed by each pupil during the month. In the spelling-down review at the close of the month be sure to use these words.

CONTEST BY ROWS

To stimulate interest in spelling in our second grade we place on the blackboard an attractive drawing in colors appropriate to the season, as goldenrod for September, poinsettia for Christmas, or bluebirds for April. Have the drawing made so as to leave a space sufficient to place, one below the other, numbers corresponding to the rows in the room. In oral spelling the pupils spell in turn, a row at a time, and for each row in which no word is misspelled a star is placed beside its number. Also a white star is placed for each row in which every one receives one hundred in the written spelling lesson. Thus a row may gain two stars a day. For every five stars won, put in their stead a colored star harmonizing in color with the colors in the drawing. The goal of the contest may be fixed at five, six, ten, or whatever number of stars in one's judgment seems best, the row which first attains this fixed number being the winning row. To show what subject the stars represent, letter neatly the word "Spelling" in the panel and sometimes put above, "Who Will Win?"

COMPLETE PLAN

My plan of teaching spelling is as follows

Assignment—

1. Time:

Just before the study period.

2. Consists of:

Teacher pronounces the words or the pupils sound them.

Pupils pronounce the words singly or in concert.

Pupils spell words singly or in concert.

Point out difficulties and show where they are likely to make mistakes.

Explain meanings by using in sentences the words whose meanings are not clear. Have members of class do this if they can.

Study Period—

1. Time:

Short but intensive period of study.

2. Method:

Do not allow the child to write the word more than once.

Recitation Proper—

1. Preliminaries:

Short drill on pronunciation, singly or in concert.

Short oral drill in spelling, singly or in concert.

2. Written Lesson:

Teacher pronounces the word, the pupils repeating it. Pupils then write the word and look at the teacher.

3. Correcting Errors:

By teacher. (This is preferred in the lower grades because it is economical of time.)

By pupils. (There are pedagogical reasons for this in the upper grades, but two pitfalls must be avoided: carelessness and waste of time.)

Short oral drill after written lesson, with the emphasis on the misspelled words. Spell around class and in concert.

The emphasis in the foregoing outline is placed on the assignment and the recitation proper; but this does not signify that the short period of intensive study is not important; it is a necessity. The recitation proper occupies about fifteen minutes.

WORD BUILDING

When I find a long word that has in it many other words, I ask the pupils to see who can make the longest list of words from it. This work is done "between times." Those pupils who can use the most words they make in good sentences win especial credit.

Sometimes we "run a race" by seeing who can make the longest list in the shortest time.

WRITTEN STUDY WORK

Require each pupil while studying his spelling lesson to write it neatly from one to three times and hand it in when he recites. Every neat paper counts for a credit. Aside from insuring excellent lessons, this plan has the advantage of keeping the brighter members of the class busy till class time. When a teacher has many classes, often there is time to have only oral spelling, but when the words have been written during study period it does not matter so much. Sometimes send an especially neat paper home to the parents, or post it on the wall.

TEACHER AND SCORE KEEPER

To vary the routine of oral and written spelling lessons I let one child "give out" the spelling. He stands in my usual place and calls on several boys and as many girls successively, each child spelling the whole lesson of twenty words. Another child at the blackboard keeps tally, putting down a mark by the child's name for every word or accent missed. At the close of the period the score keeper counts up the number of words missed by boys and those by girls. The children enjoy this thoroughly; their interest and attention are held at keenest pitch, and woe be unto the child who brings down the average of his side by a badly learned lesson, for the scorn of his mates is upon him! The positions of teacher and score keeper are much coveted and can be obtained as special rewards. During the recitation I sit quietly in the rear of the room and am referred to only in cases of doubtful words.

NAMING THE WORDS

To arouse enthusiasm, I say to the pupil at the head of the class, "What is one word in the lesson?" That pupil names one, spells it, and pronounces another word; the next pupil spells it, and so on through the class, until all the words have been given or until the pupils can think of no other words, after which the teacher may pronounce the remainder of the words. Results are seldom obtained from a dull class the first time this method is used, but if they are told that this method will be used at the next recitation they will generally be ready for it.

THOROUGHNESS AND VARIETY

To teach words that pupils must use in written work in elementary subjects, I select from five to twelve words from some lesson, as geography, music, reading, or drawing. The number of words given depends largely on the grade. Place the list of words on the board and have pupils study and use them in original sentences, either oral or written. If they give oral sentences one day, require written sentences the following day. It is as important for a pupil to know the use and the meaning of a word as it is for him to know the spelling of it. The use of the dictionary may be begun in the last half of the third grade. I have watched with interest how much more rapidly a child's vocabulary increases after he has learned to use the dictionary.

In upper grades, stress may be put on the part of speech to which a word belongs. If a noun, give its number and the manner in which the plural is formed; if an adjective, compare; if a verb, give the principal parts. In lower grades a verb may be dramatized, and a noun illustrated.

If the words are placed on the blackboard at the beginning of a session, a few minutes taken for the work just described will be found very beneficial. Near the close of the school session I pass papers for written spelling. I use the half-sheet letterhead or composition-sized paper, with margin. The teacher may pronounce the words and the pupils pronounce them after her. This method assures correct pronunciation, which is quite necessary if one has foreign children. The children write the words, placing in the margin the capital initial letter of the word if the word begins with a small letter, or a small initial letter if the word begins with a capital. This shows the teacher that the pupils recognize the fact that the given word begins either with or without a capital letter, as the case may be, and that they also know the correct letter form.

In correcting, I do not accept a rewritten word, and I put much stress on neatness and accuracy. For correct lessons I put colored stars beside the pupils' names, written on the blackboard or in a large classbook; then at the end of a term I give some small reward to pupils having unusually good records.

WORDS AS TOOLS

Place a large drawing of a carpenter's tool chest on the blackboard, displaying some of the tools. Tell the pupils that when they learn to use a new word correctly they have a new tool to express thought. On each of the six to ten tools displayed print a new word, dividing into syllables and showing the accent.

Have pupils spell them, hunt up meanings in the dictionary, and use each word at least three times in recitation periods during the day. They will enjoy the latter work if you set the example by playfully weaving these words into your remarks whenever occasion offers. Place new words on the board every morning, and have them kept in small notebooks with markings and definitions. If six words are learned every day, in a three months' term each child will add three hundred sixty new words to his vocabulary. Review every week and month. At the end of the term give a prize to the pupil who can spell and define every word.

TRIED AND PROVED METHOD

I find it a good plan to have the spelling lesson for the day written upon the blackboard when the children arrive at school in the morning, even though they have textbooks from which to study. There is sometimes an odd moment when they can look at the lesson without having to take the book from the desk and locate the column assigned. I number the words. I can then refer to them by number, if I do not wish to pronounce them. Fifteen minutes before closing time at noon I ask that other work be laid aside, and we look over the list of written words. First I call for pronunciation of the words in concert. If articulation is poor, now is the time to correct it. For example, final *es* must not be pronounced as if it were written *is*. Careful articulation is always an aid in spelling. The words are then spelled in concert from the board.

Next we study each word. Definitions are given, always by the children when possible. When I think they can understand, I give a derivation story. Afterwards, such questions as these are used:

What does number eight mean?

Who can use number six in a sentence?

Who can use two of the words in sentences?

Can anyone give a sentence containing three words?

Can number three be spelled in a different way, having a different meaning?

If anyone can think of another use of this word, please tell us about it.

When the written spelling of the afternoon comes, the pupils like to "give the words" themselves. Afterwards three or four pupils are allowed to spell the entire lesson orally. They like to do this, and it gives an added drill.

PRACTICAL LESSONS

My pupils like to have me call for lists of words thus:

Write the names of at least ten objects you saw on your way to school.

Write names of household furniture; of store goods; of edible vegetables; of sweets.

Sometimes we write the names of the pupils in a grade.

LONG WORDS FOR SMALL SPELLERS

I find a good way to interest young pupils in spelling is to offer a small prize to the one who will spell the most long, hard words on Friday afternoon. Make suggestions, but do not give any help. Let the big brother, sister, or parent select the words and do the drilling. On Friday that big sister or brother will beam with pride when the little speller proudly spells "a-l-a-b-a-s-t-i-n-e," or "i-n-t-e-r-n-a-t-i-o-n-a-l," or "c-o-s-m-o-p-o-l-i-t-a-n." Of course these big words are not immediately useful, but they give the children confidence in their spelling powers, and the interest of the whole school will be so awakened that the older pupils will plead to be allowed to try also. Then, too, mothers and even fathers will be induced to come and hear the small spellers, and as their co-operation is what we want most, our plan will have served a double purpose.

WORD-GUESSING CONTEST

Sometimes we "guess words." A pupil places upon the board a word of which every other letter is omitted, as b-a-h (beach). Three minutes are allowed for guessing, and a record is kept of the number of words guessed by each pupil.

CONTEST FROM READER

Often I give one page from the readers for spelling words. In class time the pupils remember the words and pronounce them to each other. They try to catch their friends with the long words. Sometimes one pupil is given words by various pupils. The pupil giving the word which catches the one who is spelling continues spelling until he misses.

CONDUCTING THREE CLASSES

I economize time, when we have written spelling, by conducting two or three spelling classes at one time. Each class is assigned a separate row of seats. Then, with the two or three spellers before me, arranged in the same order as the classes, I pronounce the words consecutively to the classes from their respective lessons. Thus, while classes two and three are making the diacritical markings, I give number one the next word.

FOR OLDER PUPILS

Offer a prize for the most headmarks won during the term. Draw number slips for places in class the first day. Assign long, difficult lessons. When a word is misspelled, give no sign, simply give out the next word to the next pupil in class. He spells this word, and then if he has noticed the misspelled word he spells it, and passes ahead of the one who missed it. Any pupil, when it comes his turn to spell, may spell correctly any misspelled word or words that have not been caught, and go ahead of those who have missed them. Sometimes a word will go almost the length of a long class uncaught. This is a fine exercise to develop the power of attention and memory.

IDEAS FOR BOOKLETS

Probably many schools use spelling booklets. We make ours with just enough leaves in them for the month. The cover for October was decorated with a bunch of grapes. There were sixteen grapes in the bunch, as that is the number of lessons we were to have. (Friday is review-day.) Each day of perfect lessons a grape was colored. The perfect bunches were suspended by photograph hangers on the wire just above the blackboard where we hang such work. For November we used a basket of apples as a decoration, coloring an apple for each perfect lesson. For December a blue wash was used on the art-paper cover, and small stars were scattered over this sky, and made golden one at a time.

"PIED" WORDS

After the class has studied the spelling lesson, place the words on the board in "pied" or irregular, form, thus: "orse" for "rose," and let the pupils arrange the letters correctly.

CONTEST BY GRADES

My pupils grade their spelling papers themselves, deducting five per cent for each word misspelled in twenty written words. Each child's per cent is then placed on the blackboard and the average per cent for the room is obtained. Each child thus sees that his individual effort will either build up or pull down the average for the room. The different rooms in a building may be induced to see which can make the highest average each day.

GUESSING AND SPELLING

After the spelling lesson is studied the books are closed (or the words erased from the board). A child is chosen to come forward to write a word from the spelling lesson on a piece of paper, which is placed on the teacher's desk. After he writes the word, he calls upon some child to tell him the word he has written. The child says, "Is it carried, c-a-r-r-i-e-d?" The child in the front of the room says, "No, it is not carried, c-a-r-r-i-e-d." Then he calls on another. The second child says "Is it supper, s-u-p-p-e-r?" The child in front says, "Yes, it is supper, s-u-p-p-e-r." Then the child who guessed correctly goes forward and writes a word on the paper, and the game proceeds as before.

SPELLING BATTLES

Give your school a series of short talks on the value of good spelling. Conduct at different times thereafter a series of Spelling Battles, between two armies headed by two captains. A banner for the winning army keeps up the interest. All soldiers who miss a word are wounded, or hit by a cannon ball, and must be seated until the battle is over. Then a doctor, appointed by the teacher, goes over the battlefield, to find out who has recovered (learned to spell the word he missed). Medicine (writing the word carefully twenty-five to thirty times) is given to those who fail to recover on schedule time.

REWARD FOR BEST LESSON

Let the pupil who has the best spelling lesson hear the next recitation of his class, using any plan he likes.

STARS ON CARDS

At the beginning of the term I cut pieces of cardboard the size of post cards, and put a child's name in the center of each card. Every time the child gets a perfect lesson in spelling I put a gold star on the card. At the end of the term I write the date of the term and my name on the back of the card and give it to the child to take home. The children try to have their cards well covered before the term is out, as they want a pretty one to show their parents.

INDIVIDUAL WORD LISTS

I distributed slips having one of the following words written on each slip:

wagon	store	chair	hat	book	sled
clock	house	desk	city	church	circus

No child knew what was on any other slip besides his own. I asked each one to write the word he found on his slip at the top of his spelling blank page; then, for spelling words, to write the names of six parts of the article whose name was on his slip, and below this list of six words to write a story which included his six words. At the recitation each child read his story and pronounced his words for his mates to spell.

“ROLL THE PLATTER” REVIEW

The leader takes position in the center of the floor with a spelling book and a tin kettle cover (lid of school pail will do). He spins the lid and instantly calls a player's name and the word he wishes him to spell. If the player fails to spell the word correctly before the platter falls, he must take the leader's place and the game proceeds as before. It is a good plan to allow one of the bright pupils to copy on large pieces of paper the words each grade has studied that week (or month if preferred). Thus the leaders will be able to call out words appropriate to each pupil, no matter what his grade.

PUTTING WORDS INTO SENTENCES

At the beginning of the study period in spelling I pronounce the words; each pupil writes them on scratch paper as I pronounce. The words are then spelled, after which each pupil corrects the words misspelled and finds the meaning of those which are unfamiliar to him. During the recitation period I call on different members of the class to dictate sentences, using from memory a word or words given in the lesson. The pupil giving the sentence rises, gives the sentence distinctly, then he and all of the members of the class write his original sentence, being careful of punctuation and capitalization as well as spelling. Different members of the class are called upon until all of the words in the lesson have been given in sentences and written by the class. The sentences are then read and the words spelled.

TWO HELPFUL GAMES

Guessing Game—The pupil most studious during the study period is selected to begin the game. He gives the first letter of a word in the lesson and the children guess what word it is. The one who spells the word correctly is entitled to give the initial of another word, and so on. This requires a knowledge of the words in the lesson and their correct pronunciation, but the drill is considered a recreation. The pupil who gives the initial letter of the word passes to the front of the room and faces the pupils.

Game of Checkers—Once every two weeks I take thirty minutes for an oral drill on review words in spelling. The class stands in a row at the right of the room. Each is given two words. Those spelling their words correctly pass to the back of the room, forming a row there. The second time around, the successful spellers in the back row pass to the left side of the room. The third move is from the left to the front of the room. The fourth, which is the final one, takes the pupil to his desk. The pupil who fails to spell a word forfeits his right to take the step in advance, and must wait until next time for his second chance to go forward.

NAMING LETTERS IN WORDS

In teaching hard words to little folks, I place the word on the board and ask the children to notice carefully the letters in it. I ask them to shut their eyes and I touch children gently as I pass about the room, who name in order the letters forming the word, until the word is spelled.

“TAKING STEPS” CONTEST

The pupils stand at the back of the room. Every time a pupil spells a word correctly he takes a step forward. The first one to reach the front of the room is the victor.

DICTIONARY CONTEST

Choose sides as evenly as possible, and seat the two teams on opposite sides of the room. Let all pupils be supplied with small dictionaries. Place a word on the board and watch for the first hand raised to signify that the word is found. The definition is then given and a score given to that pupil's side.

HOOKS AND SLIPS

Below the blackboard, at the side of the room, is a hook for each child, with his name attached. I return my corrected spelling slips in three groups.

First, there are those which are perfect and neatly written. These are placed on the hooks and the owners become "spelling monitors" for the day.

Second, those whose spelling is perfect but untidy. These must be copied, presented to the teacher for approval, and hung upon the hooks, before the owners may become monitors.

Third, those bearing misspelled words. These words must be written five times each, on the back of the slip.

The monitors then pass quietly about the room and hear those who have missed "make up" their words. Each monitor signs his name to every paper which he hears made up, and the fifth one takes the paper. At the end of five or ten minutes, all the words have been made up and the slips are handed to the teacher to be checked up. At the end of each month the slips are taken from the hooks, returned to the pupils, and counted. Before taking them home, each child tells the school how many credits he has, by raising his hand or standing, as the teacher counts backwards from the highest possible number to the lowest.

METHOD FOR STUDY

The pupils are provided with paper and pencils. These lie on the desks. Everyone sits straight as I pronounce the word we are to consider. I spell it slowly, then at a given signal the pupils spell the word once. I say, "Again," and it is spelled a second time. Next, I write it very plainly on the board, and again the pupils spell it orally. At another signal they write the word. After sufficient time, the command, "Pencils down," brings an attitude of readiness for the taking up of the next word.

WRITTEN WORK

Do we have written work enough? Do we stop to think that all the use which the pupil will have for spelling after he leaves school will be to put words in written form? Now, although it is much easier to listen to the oral recitation of a class in spelling, with no attendant half hour of correcting papers after school, is it

not of far more benefit to the pupil for the teacher to give out the words, either singly or in sentences, requiring them to be correctly spelled and punctuated? I am sure that it is. Much grammar work is of necessity written. This affords practice. Occasionally the geography lesson may be written, making a little change and proving a test in the spelling of geographical names.

CERTIFICATE PLAN

I have a certificate plan which has increased the interest in spelling and incidently helps the attendance in our rooms. For twenty successive perfect lessons I give a certificate, which is a printed form for which I paid a local printer at the rate of two dollars for five hundred. The attendance is helped, because the pupils dislike to have the line of twenty hundreds broken. The pupil's name is written on a card, and each day's perfect lesson is recorded by a gold star pasted over the date. The children do not want uncovered dates after their names.

BIGGEST THANKSGIVING DINNER

Tell the primary spelling classes that the day before Thanksgiving you are going to draw a large basket on the board for each one, and see who can write, unaided, the largest number of Thanksgiving dainties in his basket, and thus have the best dinner. Write for each pupil any word he wishes to learn. Parents and older pupils will help also. There will be quite a ripple of excitement when the baskets are filled. Misspelled words are ruled out.

Let older pupils see who can write the most in a given time.

MONTHLY REPORT

Rule off a page in your classbook similar to the attendance register, and write the names of the members of each spelling class at the right hand side. On this page keep an account of the number of words missed by each pupil in recitation and require all misspelled words to be learned at once and recited orally or written on the board. At the end of each month write in the pupil's report the number of words misspelled. If none are missed give 100%. I also give credits for every perfect lesson.

WORDS TAKEN FROM WRITTEN LANGUAGE

In language work I sometimes devote the recitation periods to the correction of the written assignment. I choose one child to act as "private secretary"—a much desired honor. Then I read the papers in turn, calling attention to the good points, and having errors corrected by the class. When a misspelled word is found, the secretary is asked to write it correctly upon the black-board. Should he misspell the word, he is dismissed and a new one chosen. The list of words on the board is then reserved for special drill, perhaps as a spelling lesson. The papers are returned for correction, and are kept, with all other language papers, in a portfolio made for the purpose.

RULES IN RHYME

The following rhyme that embodies the rule for *ie* and *ei* has been very useful to me.

When *ei* and *ie* both spell *ee*,
 How can we tell which it shall be?
 Here 's a rule you may *believe*,
 That never, never will *deceive*,
 And all such troubles will *relieve*,—
 A simpler rule you can't *conceive*.
 It is not made of many *pieces*,
 To puzzle daughters, sons, or *nieces*,
 Yet with it all the trouble ceases.

After *c* an *e* apply,
 After other letters *i*.

Thus, a general in a *siege*
 Writes a letter to his *liege*;
 Or an army holds the *field*,
 And will never deign to *yield*
 While a warrior holds a *shield*,
 Or has strength his arms to *wield*.

Exceptions

Two exceptions we must note,
 Which all scholars learn by rote;
 "Leisure" is the first of these,
 For the second we have "seize."

PAPER DAISY CHAINS

I had seen my children spend many pleasant hours making daisy chains, so one day I provided them, during their busy-work period, with a pattern of a daisy head, some drawing paper and crayola, and told them to make as many daisy heads as they could. These I placed in a box, and threaded as many needles as there were pupils in the class. I stuck these needles in the burlap on our display board and told the children we would make daisy chains for all the children in the room, and whenever they had a perfect spelling lesson we would add a daisy to their chains. I promised that on May Day we would use these daisy chains in our march.

FAMILIAR OBJECTS

To learn the spelling of furniture and familiar objects in the schoolroom we use this device: Each child in turn quickly touches some object in the room, while the others write the name.

BOWS AND BUTTONS

I make wee bows of gay-colored ribbon and sew them on small safety-pins. When the pupils have perfect spelling lessons they are given these bows to wear. One year I substituted celluloid button pins, each class having a different flower.

MARKING BY ROWS

I bought a number of sheets of kindergarten paper of various colors and cut out several dozen stars. Each row of pupils chose a color. When all in a row had 100% I pasted a star of the color chosen in front of their row, on a card placed just under the blackboard. The value of this device over individual marks is that the indolent or indifferent ones are often spurred to activity by the disapproval or disappointment of the others in the row when they keep them from getting a star. That the disapprobation of the others may not fall on a child who works hard and does not seem able to get all the words, I give individual help. Sometimes the difficulty is due to the child's not being able to pronounce the words, or not recognizing them when pronounced.

The row that secures the most stars in a given time receives some reward, as a quarter-holiday.

BADGE FOR GOOD SPELLING

Purchase an inexpensive badge—a silver or aluminum one will serve well—with the words “Good Spelling,” or something similar on it. Allow the pupil who stands head at the close of the recitation to wear this badge until the next day.

PRIZES FOR HEAD MARKS

I have the children spell orally and “take places,” allowing head marks after the child stands at the head of the class one lesson, not missing any words, when he goes “foot,” and so on until head again. At Christmas and the close of the year the marks are counted, and a prize is given the one who has the greatest number of marks.

CLASSIFIED LISTS

For a spelling lesson give the names of the different kinds of trees, with one or two hard ones for the ambitious pupil who rejoices in adding a big word to his vocabulary. Eucalyptus is a favorite, “so I can go home and stump the folks on it,” as one boy expressed it. I also have a flower list, an animal list, list of occupations, list of materials in a house, etc.

CHAIN OF WORDS

The teacher pronounces a word, as “catch.” The first pupil spells it and then gives to the next pupil a word commencing with the last letter of the word he has just spelled, which would be a word commencing with *h*, as “honest.” If the word is misspelled, or if the child cannot give a word, he yields his place to the pupil who recites correctly.

SPELLING PROVERBS

The teacher reads a proverb slowly, distinctly, and but once. The children are held responsible for the sentence, each child spelling a word as it comes in the regular order. If he fails he loses his place and the next pupil takes up the word.

HISTORY

MEMORY PEGS

I **HELP** the class to understand the epochs of our history, and give them a bird's-eye view of each before they attempt to study it. As a few facts around which to cluster other facts, and incidents of lesser importance, are necessary to an understanding of history, the following will be found easy to remember:

COLONIAL PERIOD

For the French and Indian War, draw a hand as if it were to grasp the five objective points. Call it the "English Grasp." The tip of the thumb rests on Ft. Duquesne, the strong point; index finger on Niagara; the middle finger on Quebec; the third finger on Ticonderoga, and the small finger on Louisburg.

W. A. G. stands for the order in which the other wars of that period come. King William's war, Queen Anne's war, and King George's war.

REVOLUTIONARY PERIOD

L—1775—Lexington.

I—1776—Independence.

B—1777—Burgoyne's invasion of New York.

E—1778—Evacuation of Philadelphia.

R—1779—Recapture of Stony Point.

T—1780—Treason of Arnold.

Y—1781—Yorktown surrendered.

SOUVENIR POST CARDS

I gathered all the souvenir post cards that were sent to me by friends who travel. They are excellent for use in geography and history. I used a card containing a picture of St. John's Church in Richmond, famous because of the speech made there by Patrick Henry, containing the well known words, "Give Me Liberty or Give Me Death." I showed this card to my class in history.

The interest it created was increased because of the fact that some one whom I knew personally had visited the famous place. I find in some instances that boys and girls have an idea so vague that it becomes almost fictitious, of the great events in our country and of the men who figured prominently in these events. I received a post card from California which I showed to my class in geography. On it was a California rosebush of mammoth size. The fact that these cards are sent by friends always doubles the children's interest. When we studied the early explorers of our country I used a card sent to me from St. Augustine, Florida.

PILGRIM CALENDAR

We ruled the blackboard for a November calendar into spaces two by three inches, leaving a space of three inches at the top and bottom. We decided to place the date in the lower half of the date spaces, and a drawing or cutting of some object connected with lessons on the Pilgrims in the upper half. I am sure that you will find no story more interesting to children than that of crossing the ocean with this wonderful little band. We talked of what the ship was like; how the men, women, and children dressed; what they ate; how they spent the day. The children felt all the anxiety of the search for a safe harbor in which to anchor their ship.

The building of the rough houses will keep pupils busy for several lessons. The suffering and hardships, the little cemetery, the final crop and plenty, their relations with the Indians—all these topics brought us to the last Thursday of November, Thanksgiving day. During these twenty-five days we had pictures of the windmills and dikes of Holland, an ocean scene, pictures of Pilgrim hats, shoes, and guns; of Indian wigwams; of corn, a log-hut, candle, fish, etc. The pictures pasted on the date of Thanksgiving showed a bow and arrow with a gun across, representing the harmony between the white man and the red. The last days of the month represented our way of celebrating Thanksgiving. We learned "The Landing of the Pilgrims," and I read to them "The Courtship of Miles Standish."

We had now completed the calendar, with the exception of filling the three-inch spaces at top and bottom. At the suggestion of one of the boys who had been playing Indian, we placed "November" at the top in letters made to look like feathers. At the bottom we made a sketch of the "Mayflower" on her ocean voyage.

CURIOS AND ANTIQUES

When I made Benjamin Franklin the hero of our story hour in the primary room, for a time, the children were much interested. They listened eagerly, and in six days time they learned many facts about this famous statesman. One day we talked of Benjamin's father and his occupation. I planned the story carefully, and carried some old-fashioned candle molds to school with which to illustrate it. I kept them wrapped in paper until I was ready to use them, then I let the children guess what they were. The answers were many and varied. They were very much interested when I explained how the twine was twisted for the wicks, and then looped over sticks laid across the top while knots were tied under the bottom to hold them in place. Then they learned how the tallow and beeswax were melted and poured over the wicks and left to harden in the molds. The next morning a number of them came in with sparkling eyes to tell me "Grandmother used to make candles"; or, "Mamma and papa know how they did it long ago." I felt that the lesson would not be forgotten. All teachers may not be able to secure candle molds, but if they make the effort they can no doubt find other curios or antiques that will make past days and foreign lands more real to the children.

FIXING DATES

A good way to get the important events in history arranged and fixed in pupils' minds, together with the dates, is to have them memorize a list of events combined with the proper dates as they come in order, as "Introduction of Slavery, 1619." This will aid them also in classifying the proper events in the different administrations.

DAILY REVIEWS

I write on slips of paper a set of short and pointed questions on the lesson. After the recitation, before the class pass to their seats, I give each pupil a slip. He writes the question and its answer on the board; if the answer is correct the pupil may pass to his seat; if he fails, any member of the class may tell him and he then writes the answer and passes to his seat. For a change, I sometimes have the pupils prepare the questions on the slips. This plan provides seat work, and I find that the pupils have their lessons better prepared.

THE SAND-TABLE IN HISTORY

A good-sized box, four by six feet, with sand several inches deep, a box of toothpicks, some pebbles, twigs, and grass, make history more graphic than a hundred descriptions. In wars, for example, we select the objective points, build forts of toothpicks, and hoist a tiny flag. We plant the forests and then clear our way as we proceed, the pupils always doing the work and telling the story. If a fort is burned according to the narrative, a match is applied by the narrator to the fort in question and the little fire allowed to burn bravely for a moment or two. Striking localities, like Quebec, are illustrated easily and effectively. In long wars, like the Civil War, flags indicate the strongholds of each side, and fall and are replaced as the tide of battle turns. In the period of settlement we have the country mapped out with all its physical features, heavily wooded with twigs. It is most interesting to see forts springing up and forests disappearing as the country becomes settled. Each settlement bears a flag of the nation that settled it.

The building is all done at recess or noon by the pupils, so that I can oversee the operation. One of the features I like best is that everybody in the room listens and understands, and consequently there is more general information among the lower grades than is common in rural schools.

FRIDAY AFTERNOON CONTEST

On Friday afternoons we have contests. In history I write the names of the presidents on the board, changing the letters around, as "Dasnoim" (Madison). The object is to see who will know the most names.

STATE PROGRAM

The following original exercise, which was given at an entertainment, is instructive and interesting, and instilled in pupils a pride in their own state.

One girl, who was chosen to represent the Goddess of New Hampshire, wrote a paper telling something about the geography and history of the state, and mentioning some of the noted men. Others wrote of the lives and characters of other famous people who were born in New Hampshire. Those selected were Capt. John Stark, President Franklin Pierce, Horace Greeley, Daniel

Webster, Thomas Bailey Aldrich, and Daniel French. The Goddess, dressed in a white Grecian costume, wearing a crown and carrying a book, came upon the stage, introduced herself, and then gave her part, which had been committed to memory. Then she said, "The descendants of six of New Hampshire's most noted men will now appear, and tell about their ancestors." The girls (dressed alike) now marched in and repeated in concert a poem to New Hampshire. Then each in turn delivered her part, after which they sang the New Hampshire Christian Endeavor Hymn. Then saying, "May we ever be true to New Hampshire and honor God," they saluted the Goddess and made a gesture toward heaven. The colored lights were thrown on for a very pretty tableau.

POST CARDS

The picture post card can be made a great help in the study of history. We secured a ten-cent wire card-rack, of the kind that is to be hung on the wall, on which to display our collection of cards. We always have it full and neatly arranged, so that it helps to brighten the room, but besides that, it has added interest to many lessons. When we studied about Washington, we had pictures of his home, the church he attended, his coach, his monument, etc.

GUESSING FAMOUS CHARACTERS

Write on slips of paper the names of noted people, such as Washington, Lincoln, Paul Jones, Longfellow, or Whittier. Pin a slip on the back of each child. The children ask each other "What did I do?" The one questioned tells something about the character, taking care not to give the name. When one has guessed the name on the slip pinned to his back, he may have another.

IMPERSONATING PRESIDENTS

When pupils get to the presidents' administrations, let each pupil impersonate a president. When they have studied through the administrations, have a "Presidents' Day," as we called it, though we devoted only the usual class time. Each pupil procured the picture of the president he was personating and brought it with him to school. They took their places in order, bearing the likenesses of the presidents. Each rose and gave an account of himself, telling of his early life, then of the events of his administration.

A DOUBLE RHYME

I have used a queer old rhyme in my history classes for three years. It is so quaint and interesting that the children are always delighted with it. We have tried, over and over again, to make one like it, but we can never manage more than a line or two.

Hark! hark! the trumpet sounds, the din of war's alarms,
O'er seas and solid grounds, doth call us all to arms.
Who for King George doth stand, their honors soon shall shine,
Their ruin is at hand, who with the Congress join.
The Acts of Parliament, in them I much delight,
I hate their cursed intent, who for the Congress fight.
The Tories of the day, they are my daily toast,
They soon will sneak away, who independence boast.
Who non-resistant hold, they have my hand and heart,
May they for slaves be sold, who act a Whiggish part.
On Mansfield, North, and Bute, may daily blessings pour,
Confusion and dispute, on Congress evermore.
To North and British lord, may honors still be done,
I wish a block and cord, to General Washington.

It is to be read in three ways:

1. Just as it is written.
2. Downward on the left of the commas in the middle of the line.
3. Downward on the right of the commas.

Tell the children that it is a double story, really two poems, and see if they can puzzle it out for themselves, before you tell them how it is to be read. My last class begged me not to let the secret out, and kept at it for almost a week, every noon hour, before one of my oldest girls found it out. One of the boys discovered that the lines were evenly divided all through, and like a flash the secret came out.

WRITING QUESTIONS FOR REVIEW

I require each pupil of the history class to bring in three written questions on the lesson or some preceding lesson. These I collect and put in a box. At the end of a week or two weeks the question box is opened and the answers to the questions are discussed by the pupils of the class.

BLACKBOARD MAPS

In teaching history an outline map of the United States is indispensable. If a substantial one of blackboard cloth cannot be obtained, draw one on the board. Only the coast line need be drawn at first; the state boundaries, towns, and rivers being added as the lessons advance in the development of the country. In the study of the early explorations and settlements, the use of different colors for the different countries helps the memory of the pupils, who quickly pick up the explanatory jingles:

Englishmen red,
For the blood they shed.

Frenchmen blue,
For their dealings true.

Yellow we'll use for the Spaniard bold,
Who spent his time in search for gold.

Green for Italy's sons so grand,
Who brought her fame but won no land.

Brown for the Dutch, whose native soil
Was wrest from the sea by years of toil.

The settlements can be properly located on the map by a colored dot indicating the country to which each belongs, and the pupils may be asked to fill in the history in oral recitation.

EVENT AND DATE GAME

I took cards and made what I call the Game of History. On one card I wrote some important event and on another the corresponding date. It is well to have two colors of cards, that they may be easily separated.

Any number can play, the cards being dealt out equally among the players. The one next the dealer on the left leads some card, say a date, and the one having the corresponding event can take the card. If a player lays a wrong card he loses it, and the one having the card corresponding to it may take it up. The player who takes a "trick" is the one to lead next, and so on, until the cards are played out. The one having the most is the winner. Prepare different sets of cards for different periods of history.

SOBRIQUETS OF PRESIDENTS

My history classes enjoy these:

1. George Washington, "The Father of his Country."
2. John Adams, "The Firm Federalist."
3. Thomas Jefferson, "The Writer of the Declaration of Independence."
4. James Madison, "The True Republican."
5. James Monroe, "The Poor but Spotless President."
6. John Quincy Adams, "The Old Man Eloquent."
7. Andrew Jackson, "The Fighting President."
8. Martin Van Buren, "The Shrewd Statesman."
9. William H. Harrison, "The Hero of Tippecanoe."
10. John Tyler, "The First Accidental President."
11. James K. Polk, "The Young Hickory of the Democracy."
12. Zachary Taylor, "Old Rough and Ready."
13. Millard Fillmore, "The Second Accidental President."
14. Franklin Pierce, "The Yankee President."
15. James Buchanan, "The Bachelor President."
16. Abraham Lincoln, "The Great Emancipator."
17. Andrew Johnson, "The Independent President."
18. Ulysses S. Grant, "The Silent President."
19. Rutherford B. Hayes, "The Policy President."
20. James A. Garfield, "The Teacher President."
21. Chester A. Arthur, "The Fourth Accidental President."
22. Grover Cleveland, "The Tariff-Reform President."
23. Benjamin Harrison, "The Orator President."
24. William McKinley, "The Gold Standard President."
25. Theodore Roosevelt, "The Rough-Rider President."
26. William H. Taft, "The Legal President."
27. Woodrow Wilson, "The Schoolmaster President."

HISTORICAL JOURNALISM

In a class in ancient history we recently tried a novel method of gaining that vital sense of reality which all history instructors find so difficult to obtain and to impart. The class turned itself into a newspaper staff. An editor and assistant editor, an advertising manager, a business manager, and a large staff of reporters were elected. Each important phase of national development, or of epoch-making events, was written up in a live, modern, journalistic style. The battle of Marathon, for instance, called

forth remarkable rhetoric. The editor wrote an editorial on the battle, and each reporter submitted live notes from the front on the enemy's strength, method of attack, and with truly marvelous descriptions of the clash. Opinions and criticisms of generals and those in authority in the state were permitted. The advertisements of commodities of the time were very clever and caused great amusement. The students thought they were having a "corking good time," and forgot entirely that they were studying dry ancient history and writing compositions, besides getting valuable experience in pseudo-journalism which made them better critics and observers of the dailies they read.

Again, the interest was so real, and the characters and incidents were so vitally alive to them, that the whole period was crowded with new meanings and associations which created a more than temporary impression.

A "PHOTOGRAPH GALLERY"

An interesting drill is the "photograph gallery." After a topic has been finished, (for instance, one on settlements), a number of picture spaces are drawn on the board by outlining around a closed book, arranging the outlines as though a handful of photographs had been tossed upon the board. Draw a colored ribbon connecting them, or any little embellishment that will attract attention. Then print or write the initials of some prominent character in each one, in its appropriate color. This tells the pupil two things—the initial of the character and his country; the pupils supply the rest of the history. New characters are added daily.

HISTORY QUESTIONS

An eighth grade history class may enjoy looking up the following questions:

1. What American statesman did Lowell have in mind when he wrote:—

"Soldier and statesman, rarest unison;
High-poised example of great duties done
Simply as breathing; a world's honors worn
As life's indifferent gifts to all men born."

2. From what did the present "Bowery" of New York City receive its name?

3. Who was the first Admiral of the American navy?
4. What Colonial governor was called "Old Silver Leg"?
5. Who was the Father of American Colonization?
6. Explain the reference, "Quaker guns."
7. What cabinet was called the "Kitchen Cabinet"?
8. What is meant by the "Balance of Power in America"?
9. Quote the first telegram.
10. Explain the reference "Black Friday in Wall Street."

ANSWERS

1. George Washington.
2. From Peter Stuyvesant's farm called "the Bouwery."
3. David G. Farragut.
4. Peter Stuyvesant, because his lost limb had been replaced by a wooden stump, ornamented with bands of silver.
5. Sir Walter Raleigh.
6. Halleck advanced on Corinth but found only "a few Quaker guns, logs of about the diameter of ordinary cannon, mounted on wagon wheels, painted black, and pointed in the most threatening manner."
7. Andrew Jackson's.
8. The English colonies were more populous and wealthy, therefore the French must have more land to keep the balance.
9. "What hath God wrought?"
10. Friday, Sept. 24, 1869, when the price of gold mounted from 155 to 164. Immense fortunes changed hands.

SAND-TABLE PLANTATION

I converted our sand-table into a portion of the Virginia plantation where George Washington's boyhood days were passed. From cardboard I constructed a house modeled after the pictures of Washington's early home. The big old-fashioned chimneys at either side were of gray cardboard to imitate stone, but the house itself was painted red. Across the windows were pasted strips of gray drawing paper to give the appearance of lattice-work, and the door, which was large enough to admit the dolls, had hinges and latch of black paper. The house, when completed and placed in position near the center of the sand-table, presented a very attractive and home-like appearance. In the foreground a strip of the blue table was left bare to represent the Rappahannock river. At the right of the house was a paddock enclosed by a Virginia rail fence. In it were several toy horses, contributed by the chil-

dren. At the left of the house was the orchard containing, among other trees, the famous cherry-tree. Behind the orchard was the negro quarters—small “white-washed” cabins of card.

Mr. and Mrs. Washington and little George were charming in their Colonial costumes. Mr. Washington wore waistcoat and breeches of chamois skin, and a long-tailed coat of blue broadcloth, ornamented with “brass” buttons (cut from gilt paper.) His blond hair was braided into a queue, tied with black ribbon, and surmounted by a cocked hat of black paper. Little George’s costume was a reproduction in miniature of his father’s. Mrs. Washington wore a skirt of stiff silk, with bodice and overdress of Dresden ribbon. On her dark hair she wore a quaint little mob cap of lawn, with a border of lace. The negro servants were little rag dolls. Their eyes were black beads surrounded by a circle of white silk. Their mouths were made of scarlet embroidery silk. Their woolly hair was of fine yarn ravelings. “Peter,” the man-servant, wore waistcoat and breeches of chamois like his master’s, but his coat was of purple velvet with buttons of tinfoil. On his feet were low shoes of tan kid with “silver” buckles. Old “Mammy” wore a blue figured sateen dress, with turban and kerchief of turkey red, and a white apron with red polka dots on it. Among the horses was a beautiful little one, saddled and bridled, that proved to be just the right size for Mr. Washington to ride upon. There was also a smaller one that played the part of the pony upon which George used to ride to school. Mr. Washington showed to the best advantage when riding, as he sat his horse very well indeed, and carried his tiny crop with much grace. He spent the greater part of his time riding about his plantation. Little George had his hatchet, of course, and cut down the cherry-tree, after which he had an interview with his father. He also rode to school on his pony, went fishing with Peter, and did many other things.

PICTURE REVIEWS

Beginners in history will enjoy reviews conducted in this way: Select from magazine articles and worn-out histories pictures of historical characters. Arrange these behind a curtain, which is to be drawn aside at the time of the lesson. Ask the class to write the names of the persons and tell a certain number of facts about them; or to put the information in the form of a story. Later put the material into notebooks.

HISTORICAL BIRTHDAY CALENDAR

Write the name of each pupil on a separate sheet of paper; opposite it the month and day of his birth; and opposite this, in turn, a list of all important events which have occurred on that date. Fasten these sheets together and use as a reference and an outline for many future lessons. On the occasion of the birthday which comes first during the term, tell in a simplified "story" manner the history of the events which characterize that day, having the class copy from your dictation in a notebook reserved for that purpose, not failing to record the date and name of the pupil whose birthday is being observed. These topics are to be studied and memorized during the time which will ensue before the next birthday; this and all succeeding birthdays being observed in the same manner. In the longer periods of time which occur between these important days, take up the events of those red-letter days which come during the vacation months, or so near the end of the term that there would not otherwise be time for their study. Thus ample time is usually given, by devoting a few minutes each day to their perusal, for the study of the events of one birthday before those of another are introduced.

REVOLUTIONARY RHYME

1775

The minutemen made the British run
Away from the skirmish at Lexington.

1775

Next came the battle at Bunker Hill
Where a random shot chanced Warren to kill.

1776

The fog at Long Island was a godsend, indeed,
Concealing Washington in time of great need.

1776

But the victory at Trenton was the surprise
That made the Hessians open their eyes.

1777

Just before Princeton was that famous retreat
When Washington decamped, leaving Cornwallis asleep.
Washington and Cornwallis we find in line,
At the action called Battle of Brandywine.

Brave Lafayette in this battle went down,
And Howe marched back to Germantown.
To Valley Forge Washington made his retreat
To battle with poverty, hunger and sleet.

Burgoyne, at Saratoga, now a noted resort,
Failed to detach New England from New York.

1778

To Monmouth Washington came, and soon
Made Clinton march "by the light of the moon."

1779—80

Now to the South General Greene was sent
And his taking command made the British lament.
For with Marion, Morgan, and other brave men
Who had fought for the cause, he harassed them.

1780

And what about Arnold, who once was so brave?
Well, his treason at West Point made Andre's grave.

1781

Yorktown was the place for the "crowning event,"
There Cornwallis his sword to Washington sent.

1783

The war was over, but to Paris, you know,
To be signed, the treaty had to go.

RHYME FOR ANCIENT HISTORY

The age of Colonization and Tyranny
Extends from 776 to 500 B. C. ;
Then the Græco-Persian wars were begun,
And lasted in all through years 21.
The Battle of Marathon in 490
Was for Athens a decisive victory.
To see what against Xerxes could be done,
A council met at Corinth in 481.
In 480 B. C. Leonidas
With 1000 brave men died at Thermopylae pass.
Salamis, Platea, and Mycale, combined,
Shattered the Persian fleet in 479.

"YES" OR "NO"

One pupil leaves the room, while the rest of the class choose some historical character. When he returns, he asks any question he wishes of any member of the class, provided the question can be answered by "yes" or "no." If the pupil he asks cannot answer, a second pupil is called upon, but if any question is incorrectly answered, the teacher calls attention to the fact, and the one making the mistake can take no further part in the game until a new character is chosen. When the correct answer is given, the questioner chooses another pupil to leave the room.

I sometimes vary this game by having the whole class question one pupil. In this case only the one pupil and I know whom he has chosen.

GROUP DEVICE

I divided my history class into groups of four and the history into six epochs. One student from each group learns the main facts about a character, an incident, or a colony, and recites them to the class during the recitation. The other members of the class guess who or what has been described. For instance: "It was invented by a school teacher; it fastened the institution of slavery on the south; it caused many cotton mills to be established in the New England States; it made the United States the greatest cotton producing country in the world."

GUESSING HISTORICAL CHARACTERS

Each pupil takes an historic character, and when called upon, stands and describes the character, omitting the name. When the pupils can guess the name of the character described they raise their hands. The pupil reciting tells if the guess is right. If so, the pupil making the right guess stands and tells his own story. If the guess is wrong, the first pupil proceeds with his story until some one guesses the name of the character. My pupils, being good in history, begin their descriptions by telling facts not well known, and then if the character is not guessed lead up to the subject with better known facts. This game may be varied thus: The pupil stands and tells facts about his character until some one raises his hand, and instead of guessing (if he thinks he knows the answer), stands and proceeds with the story. If he is correct, the first pupil sits down, and the second one

talks until a third pupil, who by this time knows the character, raises his hand and proceeds with the story. When a number of pupils raise their hands together, they are allowed to guess the name of the character, and another pupil starts a new story.

FAMOUS QUOTATIONS

For a Friday afternoon contest ask the class to be ready with quotations to give to one another, requiring the author and occasion; as by, whom and on what occasion were the words used, "Millions for defence, but not one cent for tribute." Who said, "I would rather be right than be President?"

STATE BOOKLET IN RHYME

I devised a plan to make a study of our state (Colorado), which interested the pupils and at the same time fixed in their minds the more important facts of our history.

I divided the history into topics and settlements, giving each child a topic or settlement upon which he was to study and then to write at least one stanza of poetry, using as a "pattern" one stanza which I wrote. When the history was completed we had not only the information, but a nice souvenir as well.

Following is a sample of what we did. It must be understood, of course, that there were many rough edges smoothed before any work was judged worthy of a place in the book. This revamping we did in recitation.

SETTLEMENT OF DENVER

There, beneath the smiling heaven,
'Mid the hostile Indian bands,
Was born an infant city,
To be famed in many lands.

On the prairie, 'neath the shadow
Of the distant, rugged hills,
Which so often did re-echo
Loud the Reds' defying shrills;

'Mid the cacti and the yucca
Growing by the silv'ry stream,
From the wilderness and desert
Denver grew to reign supreme

TRACING PHOTOGRAPHS OF PRESIDENTS

The names of the presidents may be learned at odd times with little difficulty. First, gather the photographs of the presidents. Sometimes Sunday papers publish such photographs. Ask the parents to save magazine photographs. The pictures may be pasted on cardboard and cut out, the outlines being followed carefully. The children trace the outlines and afterwards draw the features.

CIVIL GOVERNMENT IN ELEMENTARY SCHOOLS

There are many pupils who leave the common school without securing any knowledge at all of the Constitution of the United States. Then they usually go all through life and vote at the polls, without knowing very much of the structure of the government that holds out to them this great privilege. This accounts for some persons uttering things that they would not have said had they been sufficiently educated in the matter.

We do not hear or read much concerning this part of a child's education, but other things should not absorb a teacher's attention to the extent that this part is forgotten and the teaching of the principles of the Constitution dropped in the life of the eighth year pupil. This class should understand some of the forms of government that existed in the different sections of our country prior to the adoption of the Constitution of the United States. If they have time they should read the Articles of Confederation and find out the weakness of this state paper, then they can begin to see reasons for a better Constitution, and as they study it, they can readily appreciate the strong points it contains.

I think it is highly proper that this be studied at least briefly in the common schools by the eighth year pupils, because a large per cent of them never get into the high school where civics is taught. Those that step out from the common schools, never to enter any other school, should be given sufficient knowledge of the structure and functions of the different parts of our government, that they may be more able to exercise their judgment in anything that pertains to the welfare of our government, that they may be able to appreciate the value of our great state paper, and, last but not least, that they may be more intelligent in things that are connected with the doings of our great country.

WRITING

ALPHABET ON BLACKBOARD

I HAVE a good-sized alphabet, capitals and small letters, on the board, or on strips of cardboard above the front board, so that primary children will have a clear mental picture of the letters. Use a plain standard set for a model.

BLACKBOARD EXERCISES

Last fall I decided to make the greatest possible use of the blackboard in teaching writing to the first grade children. The results have been so satisfactory and the children have so thoroughly enjoyed the work that I wish every teacher might try it. For the first four months the children did nothing but blackboard work, graded as follows:

1. The children pointed to my finger and moved their arms around as I did, in time to a rhyme, to get the idea of rhythm.
2. With crayon they next made the same kind of motion on the blackboard, also using various rhymes.
3. By varying the exercises and the rhymes, this work was continued for six or eight weeks without becoming monotonous.
4. Gradually, through these rhythmic exercises, the foundation was laid for certain letters which could later be used in words.

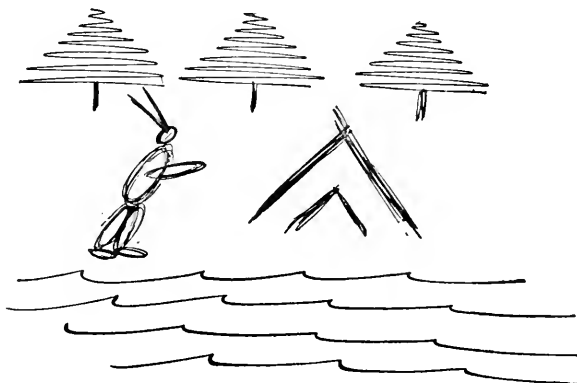
WRITING THEIR NAMES

Help the children to write their names. Let them try first at the blackboard. Write the name for each child, showing him the capitals used. Using the model as a guide, let him study both the capitals and small letters in his name.

DRAWINGS FOR RHYTHMIC MOTION

To get rhythmic motion for co-ordinated movements in writing, we may count, use the metronome, sing, or recite jingles. Mother Goose jingles lend themselves well to this, as do many of the

poems used in the first grade. They also supply suggestions for drawings. For example, when the children are studying Indians and "Hiawatha," the writing period may be spent in making a picture of the pine trees, the wigwam, and the "big sea water."

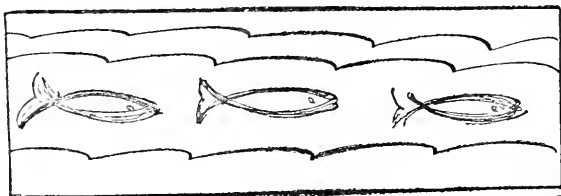


The trees give the sliding horizontal movement, the waves the long sweep and down stroke, and so on. The teacher recites the part of the poem which is applicable, and changes the time and accent in the rhythm to suit the children.

A row of pussies or rabbits is good work to bring in the rotary arm movement.



Fishes in the water give the over curve and the under curve.



At Halloween the children may make a row of pumpkins with yellow crayon, and recite "Peter, Peter, Pumpkin Eater."



When the making of these drawings becomes easy, by a combination of arm, wrist, and finger movements, the child is ready to write actual words.

CORRECT POSITION AND PENHOLDING

The foundation for good movement is correct position and penholding. Clear the desks of all material except that needed for the penmanship lesson. Teach the class to respond to signals as follows:

1. Place the elbows on the desk, with the forearms in a vertical position.
2. Draw the arms back, letting the elbows slip off the edge of the desk about one inch.
3. Lower the hands to the desk, bringing them near together. In preparing for this work have the paper placed in the upper left corner of the desk.
4. With the left hand, take the paper and slide it under the right arm, making the sides of the paper parallel to the forearm. For left-handed writers the reverse of these directions should be followed.

In teaching penholding, raise the right forearm to a vertical position. Curve the fingers downward until the hand is about half-closed. Place the end of the thumb a little under and against the first finger at the first joint. Lower and raise the hand several times. The finger nails of the third and fourth fingers should strike the paper and prevent the hand and wrist from coming in contact with it. Next remove the thumb sufficiently to insert a pencil under the first finger. Place the end of the thumb against the pencil. The pencil should extend below the end of the finger about one inch, crossing the hand at or near the knuckle joint. If these directions are followed, the pencil will point over the shoulder or upper arm.

CORRECTING POOR WRITING

I have found that too little space between letters is a general fault in poor writing. This may be corrected by showing definitely at the blackboard how the changes should be made. The degree of slant in the strokes connecting the letters determines the space between the letters. Increasing the slant of these strokes increases the spacing.

Another general point is size. If all of the small, shriveled writing could be changed to good size and spacing, a marked improvement would result. These changes can be made if attacked directly in the right way.

11 *fifthe*

23 *amethyst*

12 *shining*

24 *emerald*

*fifth emerald
ruby*

Study the above specimens, and observe what direct instruction on size, space, and slant did in one lesson.

THE "LAND OF GOOD PENMANSHIP"

Penmanship in my third grade was in an awful state. Sets of compositions or problems were passed in with letters carelessly formed and the lines on the paper completely ignored. Worst of all, huge blots of ink were on the majority of them. Something, plainly, had to be done. This little play did wonders in a few weeks.

We played we were to travel toward the "Land of Good Penmanship." Our ticket was the penmanship paper for the day. If an E—excellent—was earned on that paper, the conductor—a child who had won the game the day before—punched the ticket.

Every E earned during the day entitled the proud owner to another punch. The boy or girl who at the end of the day had the most punches on his ticket was next day's conductor, an honor much coveted. The two next were ticket sellers, who gave out paper for the day.

As soon as any traveler had twenty punches on his ticket, he had reached the "Land of Good Penmanship." Then the hard work was to remain there. Many pupils had to make the journey several times.

USING THE COPY

Some of my pupils persisted in copying their own writing instead of the original copy in the writing books. Being unable to secure any books with movable copies, I cut off each copy as it was needed. Through each end I put a thread. These threads were then tied around the blank page. As the pupil finished a line I slid the copy over it.

SUGGESTIONS FOR SUCCESS

Success depends very largely upon the interest and enthusiasm displayed by teachers and pupils. The following suggestions have been proved to increase the interest in writing:

1. Specimens should be preserved for future comparison.
2. Exchanging papers or letters with another room is helpful.
3. Many teachers have aroused great interest by competition between rooms, or by dividing a room into two teams. The pupils choose sides, and captains and coaches are selected. The coaches prepare their teams for the contests. Pupils can be induced to go about the work with the same earnestness and enthusiasm that they display in games.
4. If teachers will learn to write well along with pupils, great interest will be added.

READING

FIRST LESSONS

WRITE sentences on the board, using all the new words in each lesson. Drill the pupils on these for a short time, after which have them read the lesson from the book. Be sure to have the attention of all in the class, requiring each child to keep up with the words while the others are reading. Before the class is dismissed, some drill should be given on the new words of the next lesson, after which have the pupils find in their books the words which were written on the board. Much drill is necessary, and there are many devices for creating and holding the interest of the children. Knowing that children do not advance in the same degree, it is well for the teacher to record in a notebook the words as they are mastered by each pupil. By this she will know when a certain drill is needed, and it may be given without loss of time.

When the class work is over, see to it that each child has something interesting and profitable to do at his seat. Remember that a good part of the seat work should supplement the recitation. Above all, study the art and methods of teaching beginners to read. Know how to present it in an interesting way. I know from experience in the country schools that no subject is so grossly mistaught. Hundreds of pupils are handicapped through the teacher's carelessness in presenting this important subject.

MAKING CHARTS

Many rural schools are so poorly supplied with apparatus, such as maps, charts, and globes, that the teacher is often at a loss how to start work at the beginning of the year. Last year I decided to make charts for the primer class. At a printing office I secured ordinary white bill paper, which comes about twenty-four by forty inches. Twenty-four sheets make a fair-sized chart. Tack a thin strip of wood about twenty-six by two inches across the top of the sheets of paper, and if you have no chart-stand in

the classroom attach a cord to each end of the board so that it may be suspended from both sides.

The chart lessons were planned from the State Course of Study. Pictures were pasted on the tops of pages, and lessons were based on the pictures. One can always find good pictures and text in educational papers. Use black crayon to print or write the lessons.

FIRST DAYS OF SCHOOL

On the opening of school, in the first grade, I begin calling attention to the different objects in the room by speaking their names very slowly. After doing this for a few days I give commands to the children, such as "R-u-n!" "J-u-m-p!" By this time they are used to listening for sounds and are ready for the "pictures" of the sounds they have heard. I find that they learn the sounds of letters more quickly by hearing them the first time through a story. As the story is told I put the sounds on the board.

Print should be used first. At this time I show all four forms of a letter; capital, small, print, and script. It is a time-saver with better results to teach print and script at the same time, while the interest in the new sound is at its height. I have a card for each letter, which is shown to match the new one on the board. At the top of the blackboard I have a border of the printed alphabet, both capital and small letter, and under each is a corresponding written letter. As the new sound is taught, its place in the border is shown. These letters are left throughout the year for reference.

Each day the new sound is presented first, then a rapid review of all sounds previously learned. For this I use letter cards in many different ways. For words that can be pictured I have pictures to match the corresponding words.

DRILL DEVICES

Here are a few of the schemes I have for teaching words to beginners so that the drill may not become monotonous.

1. For a drill on the most difficult words I draw a large daisy on the board and write a word on each petal. At class time we "pull the petals off" by naming them. Those who can name every petal have their names written on the board in colored crayons. At the close of the period I give each child a piece of yel-

low paper, a very small piece of orange (for the center), and a piece of drawing paper. They then cut the daisy petals and paste them on the drawing paper to form the flower. On the petals they copy the words. The neatest papers are put upon the wall.

2. I drew a river on the board. Beside it I drew a picnic table, on which I placed various picnic dainties, such as cake, watermelon, and fruit. To go to the picnic we had to go up this river on stepping-stones, each of which was some hard word. If a child missed he fell into the water and had to go home to get dry. Those who made the trip successfully chose their seats at the table. After class we made our picnic baskets from folding paper, drew the things we liked to eat, and copied the words from the board.

3. Draw several concentric circles on the board, and divide each into eight parts with colored crayon. With colors fill in the spaces thus made with all of the words the children are supposed to know. Then let each child in turn go to the board and with closed eyes count to three. At the third count he places the pointer on a word and, opening his eyes, names it. If he is correct, a mark is put after his name and he tries again, until he has had fifteen counts or until he misses. If he misses, the first child who can name the word takes his place and proceeds as before. At the end of the game the child having the most marks has his name placed upon the board in colors.

EXPRESSION CHARTS

Expression charts, which are a great help in securing good expression in first grade reading, can be made by pasting pictures cut from magazine covers on sheets of tag board two by three feet in size. Write a story full of action, and print it beneath the picture with a price marker. Sounds may be introduced, making it a phonic chart as well. One of the many I have made is a picture of a little girl dressed for school in cloak, hood, and scarf, with books in her hand. The wind is blowing her scarf and dress. The story is:

Hear the wind!
Hear it say "W! w! w!"
I am going to school.
I shall not get cold.
Blow, cold wind, blow!
"W! w!" says the wind.

BLUE MONDAY DRILL FOR TINY FOLK

Often, on a Monday, I draw a clothesline on the board and several garments in faint lines, such as a dress, apron, bonnet, waist, towel, coat, collar, tie, and curtains, and write the name of each plainly inside the drawing. Tell the children that you want them to take down the clothes for you. First, after drilling thoroughly on the words, erase the drawings, leaving the words for the children to erase as they tell them.

For the next recitation, place the words and drawings on the blackboard, but not together as before. Have the class, one at a time, point to a word, pronounce it, and tell you in which drawing to write it.

Later the little ones will become very much interested if given paper and allowed to draw and cut out garments like the drawings on the board. A string or cord may be tacked across the board or a corner of the room, and the "clean clothes" hung up.

TEACHING PROPER NAMES

To teach any troublesome proper name, I select some child to be named the new name for the day, pinning a card to the dress or suit.

POST AND PEGS

For first grade pupils I draw on the blackboard a post with pegs in it. I explain that it is a telegraph post, and that the pegs are used for climbing it. On each peg is written a word. The first child begins and must pronounce the word on the peg as he goes up. If he fails to know a word he must climb down again and let a second child try. If the second one fails, he must come down to give the next one a trial. This may be kept up until each child is able to recognize all the words.

WALK IN THE WOODS

When you are teaching little folk to read, sometimes take them to walk in the woods or to some place of interest in the community. Tell them to look for wild flowers, pretty leaves, and grasses. They will find not only these but many other things. On the following day let them tell in school what they saw or found. There may be absent children on the day of the ramble

to whom they will delight to tell all they have seen. Lead the children to speak in sentences simple enough for them to read. I took my first-grade pupils to walk in the woods. We gathered small twigs to use in making the forest back of our Indian village in the sand-table. One little boy found a deserted bird's nest, which created more interest than anything else we found. This served as the basis for a very interesting reading lesson. With some slight hint from me, the children constructed the sentences and were delighted to see them written on the board.

GOING TO THE PARTY

Make a row of sketches on the board, of animals, such as dogs or sheep, trees (for a forest), a river with a bridge, boulders, and a house. Place words on each object. Have the children take the walk to the house by telling the words. They will enjoy trying to get by the dog (by knowing his name), to cross the river, find their way through the woods, and so on, at last arriving at the house, where there is to be a party if all the children can reach it. Some cannot climb the boulders, some cannot cross the river, while others will be lost in the forest. Let all who fail have another chance later.

HIDE AND SEEK

Take from the pack of sound-cards a desired phonogram. Let one child come to you, look at it, and whisper to you its vocalization. Then hide it in the pack and run the cards through. The child who has seen it must, from his seat, stop your progress at the chosen phonogram and say, "I see it." The other little people are expected to be closely watching, in order to name the sound at once, upon receiving this signal.

READING FROM SLIPS OF PAPER

When ten or twelve words have been taught and used in sentences, I write sentences containing these words on slips of papers and give a slip to each child. When the slip of paper is given to the child he looks at it carefully, and is ready to read by the time all the slips have been passed. The printed forms of the same words are taught from the board, and sentences are printed on slips of paper and given to the children to read.

WHITE CARDS AND RED INK

As soon as a word is taught I write it on a white card with red ink, large enough to be seen across the room. We "sell the words" in this way: the cards are held up one at a time in front of the class, and the child who first names the word gets the card, having paid for it by close attention. After all the words have been sold the child holding the greatest number is allowed to sell his words.

CLIMBING THE HILL

Choose a hill near the schoolhouse and write its name on the board. Draw a picture of the hill, adding stones. Then say, "We will let the stones be named for sounds and see how many of us can climb to the top of 'Walnut Hill' without stumbling."

PORTIERES FOR WORD CALLING

During February we made portieres of hearts and hatchets, the children doing the work. For the heart portiere, small red hearts were cut from cardboard and red thread fastened to the ends. After having appropriate words written on them, they were strung from the doorway in varying lengths. The child who pronounced all the words was allowed to pass through the portiere and stand on the other side. This may be carried out in March by using kites instead of hearts, and in April or on stormy days in fall and winter by using umbrellas.

PHONIC WORD HUNT

In one corner of the blackboard I draw a large tree with many branches, color it according to the season, and place phonograms everywhere among the branches. We play that these are birds, and there are races to see who can name the greatest number as I point to them. Then one child takes the pointer and stands ready to find the birds that the others name. Sometimes we make words: a child thinks of a word and points to the phonogram it contains. The children give the sound and guess his word.

RECOGNIZING PHONOGRAMS

To ascertain the children who are quick to recognize phonograms, say, "I will tell you a little story, using family names you have learned. Whenever you recognize any of these, stand quietly

at your desks. You may try to keep them in mind and we will see how many of the names you can recall when I have finished. It will not be a long story."

SEAT WORK TO HELP READING LESSONS

Seat work should supplement recitations. Require all work to be done in a neat and accurate manner. Accept no other. Give something interesting to do and you are sure to get good results. Because of its importance, reading is entitled to more time than almost any other subject. But with the crowded programs of most of our country schools, it is plain that seat work must be done. I give a few devices that I have found of value.

1. Printed words and letters are used for sentence and word building.
2. Words from sentences are given to the children on cardboard strips. They cut the words loose and place together those that are alike.
3. The children are required to match words with pictures representing the words.
4. Match words of script and print. This is of much help when passing from blackboard reading to the use of a book.
5. Matching word cards with words on the board.

WHISPER GAME

This device always arouses great interest: I say, "Alice may whisper to Mary any phonogram she knows well, and Mary may stand and give the sound, and tell the letter or letters which say it to us." Continue around the class.

PHONIC STORY

The story form for teaching phonics is popular. After telling the children that certain objects and animals give the sound of certain letters, draw a picture representing an object or animal. Tell a story about it, repeating several times the sound you wish to impress. Here is a little story for the sound of s.

During the vacation, Charlie went to visit his grandmother, who lived many miles from Charlie's home. Grandma had many things for Charlie to play with, but he liked the little black and white

spotted kitten best. When the time came for Charlie to go home his grandmother gave him the kitten. He ran to catch it, but as he reached out his hands to take it, it began blowing like this. (Imitate hissing.) Charlie tried several times, but each time it scared him away with the hissing sound. (Imitate.) At last Charlie ran to ask Grandma why kitty made the hissing sound (imitate) every time he reached out his hands to take her. Grandma told him that kitty, being frightened, made this sound to keep enemies away. (Imitate.) Then Grandma called kitty, petted her awhile, caught her, and put her in a sack for Charlie. Kitty is grown now, but even yet if an enemy comes near she tries to frighten it away with the same hissing sound. (Imitate.) Charlie is not afraid now. He says kitty is just trying to teach him the sound of *s*, so he repeats it after her. (Imitate.)

BLINDFOLD GUESSING GAME

Draw a large circle on the floor with chalk. Write phonograms around the circumference outside the circle. Blindfold a child inside the circle and let him turn around once or twice, then point to a phonogram. The children who can do so give sentences containing the phonogram and the blindfolded child guesses. The one who gives the sentence from which the blindfolded child has guessed the phonogram takes his place.

HANGING A SKELETON

Write on the board very quickly a word requiring special drill, and cover it with the eraser as soon as written. The child must tell the word that was written. If he fails, then a straight line representing the trunk of a skeleton figure is drawn and another word is written. At the second failure an arm is drawn, and so on, until the figure is complete and hung on a clothesline. If the child is hung, we say that the little words he didn't know hung him.

DISTINGUISHING LETTERS

To distinguish between the printed forms of *b* and *d*, let the children observe that in *d* the curved line extends backward like a rabbit's ears, and in *b* the curved line extends forward as the horns of some cattle.

FISHING GAME

We learn new words by a fishing game. The materials are a fish-pole made of a stick, with a cord for a line, and a bent pin for a hook. Write the words desired for drill on cards, one by one and one-half inches. On the back of each card, in the left-hand corner, paste a piece of cotton. Place the cards in a hat or box. The cards represent fish and the hat the pond. The cotton on the cards is easily hooked if it has been left fluffy. Hands must not be used in catching the fish or placing them on the hook. In rural schools where two or three compose the primer class, each one may be given a hook and line and allowed to fish until all the cards are gone. Then each one must name the words on the cards he has caught. If he misses a word he must place the card back in the pond (the fish got away from him). The one who retains the most cards wins.

"MEMORY WORD" BORDER

Ask for the paper which comes with bolts of ribbon about one and one-half or two inches wide. On this print with a rubber stamping set the memory words in order. Then paste the strip along the top of the blackboard. The days of the week and months of the year may easily be taught in this way.

TWO WORD GAMES

1. The teacher writes the drill words with ink on large cards. The children form a ring, and each child is provided with a card. One child is selected to be "it." She stands in the center of the circle. All the children in the ring hold their cards with words toward them, so that the one in the center cannot see them. The one in the center begins with any child she chooses and, touching each child, says, "My mother told me to take this one." The one she touches must turn her card out when she says "one." If the child in the center can name the word, the one who holds the card goes in the ring with her. If not she must come out and let the one in the ring take her place. If two are in the ring the one first "it" still counts out, but when she fails to know a word the next one inside the circle who can tell the word takes her place.

2. Divide the class into two groups; two rows of desks may be selected. All the children in these rows are provided with as

many cards bearing words as there are children in the row. These cards must be turned face downward. The teacher gives the signal, and the first card on the desks is turned face upward. The first child in the first row rises, reads her card, and passes down the aisle reading all the cards. When she has finished she takes her seat. If she fails to read a card, the first child in the second row is given the chance, and should she fail, each succeeding child in the second row may try. If the word is read by a child in the second row, that row scores one. When the first child in the first row goes down the line and takes her seat, all the children in the row place their first card under the pile and turn up the second card. Then the second child reads all the cards in the same way. When the first row has finished, the second row has the same chance. At the close of the game the row that has scored the greatest number of times wins the game.

TWO UNUSUAL WORD DEVICES

1. We have had as a blackboard border a row of sunbonnet babies. Under each baby was written a word from the reading lesson. We call this "naming the babies." The children think this very funny, as some of the babies are named "Before," "Pony," and "Beach."

2. Sometimes we have a party. The words are printed on cards and given to the children. These are friends they bring to the party. A child comes to my desk with his card and gives the word. He may have the word "seashore." When he comes to the desk he says, "This is Miss Seashore."

THREE PHONOGRAM DEVICES

1. Each grade has a chart in which the phonograms are written in the order in which they are taught. Sometimes we review simply by having each pupil name the phonograms. Again, for seat work, I have them write one or more words containing each phonogram. Sometimes I make a list of the hardest ones on the board, having a review upon them alone.

2. We have a guessing game in which one pupil points to a phonogram, while the others close their eyes. They open them and each in turn guesses the phonogram with such questions, as, "Was it *n*?" to which the child with the pointer answers, "No, it was not *n*;" or, "Yes, it was *n*." We vary this by having a

pupil close his eyes and let one of the class point to the phonogram. Then the pupil guesses, and the class answer in concert.

3. Another device is called "driving home the cows." We place the phonogram drill cards on the chalk row and call each card a cow. A pupil passes to the board, and as he names the phonograms he picks off the cards. The game is to see who can bring home all the cows. Then we see who can drive them back to the pasture by putting them on the chalk row again, the pupil naming the phonogram as he puts down the card.

CLIMBING THE LADDER

We have what we call our "live ladder-climbing contest." The ladder isn't alive but the climbing is, for we use a real step-ladder which we borrowed from a good-natured neighbor, to put up some pictures. I told him what good results I had had from it in teaching words and he said we might continue to use it. Words are printed or written on paper and tied to the steps. The child pronouncing the words, step by step, is allowed to sit on the top for a moment.

THE FIELD OF THE FARMER

This may be used as a reading lesson, or it may be given as an exercise:

This is the Field of the farmer.

This is the little Grain of Wheat, that grew in the field of the farmer.

This is the Wheat Stalk tall and high, that came from the little grain of wheat, that grew in the field of the farmer.

This is the Reaper with knives so bright, that cut the wheat stalk tall and high, that came from the little grain of wheat, that grew in the field of the farmer.

This is the Thresher that threshed the grain, that came from the wheat stalk tall and high, that came from the little grain of wheat, that grew in the field of the farmer.

This is the Miller that ground the grain, that came from the wheat stalk tall and high, that came from the little grain of wheat, that grew in the field of the farmer.

This is the Sack of Flour so white, that was made from the grain so clean and bright, that came from the wheat stalk tall and high, that came from the little grain of wheat, that grew in the field of the farmer.

This is the Loaf of Bread so fine, that was made from the sack of flour so white, that was made from the grain so clean and bright, that came from the wheat stalk tall and high, that came from the little grain of wheat, that grew in the field of the farmer.

WORD BUILDING

A satisfactory method of fixing the words of a previous lesson in the minds of my young pupils is as follows: select a page where the words seem to be difficult to remember, and on small cards copy the text of that page, writing each word on a card, and using all the marks of punctuation and capitals as they are in the book. Place the cards in an envelope, the outside of which bears the number of the page. I find that it is better to give no two pupils envelopes containing the same text. The pupils put the words together on their desks just as the text reads in the book. It is not considered correct unless the capitals are properly laid.

TROUBLESOME WORDS

In my work in third and fourth grades I find expletives and other short essential words confusing. Even if the class have been carefully drilled in phonics, they are apt to be careless with them unless especially drilled.

I write the words in large script on white cardboard and have rapid and varied drills, either preceding the reading lesson or at spare moments.

Sometimes two of the class are chosen to race with the words, the child first naming the word receiving the card. If the class is not too large, all the children may take part in this exercise. The cards are counted in the end to find the winner.

For another drill divide the class into two equal rows facing each other. Let each child name his word quickly, then hold the card face outward. Call two words, one from each side, and have children holding given words change places rapidly.

Here is a partial list of the troublesome small words: here, there, where, which, then, them, this, that, what, why, who, whom, no, now, know, of, off, only, wants, once, never, ever, even, every, very, came, come, some, soon, left, felt, through, that, before, became, become, after, often, eat, ate, eaten, thing, think, make, made, any, many, could, would, should, find, found, just, again, begin, began, begun, believe, enough.

TWO DEVICES FOR CREATING INTEREST

The following suggestions may prove useful in arousing the listless, indifferent children:

1. Have five or six take their readers to the front part of the room. As each reads a paragraph or two, the children at their seats criticise freely the position, expression, enunciation, voice, etc., of the reader, not forgetting to mention all the good points in the reading first and to make unfavorable criticism last. When all have read, votes are taken upon the best reader.

2. In the front part of the room have a large sheet of paper upon which are drawn figures to represent ball grounds and bases. Say to the children, "Now, girls and boys, we shall all be ballplayers this week. On this paper I have made a ball ground for each pupil. If Mary reads nicely on Monday she may stand on first base (put initial on base). If she knows her lesson on the next day, she may go on to second base, and so on, until she will come back to first base on Friday. Whoever can make the home run this week will be our captain and stand at the head of the line during next week." This plan works well with a small class.

SILENT LESSONS

One day each week we have a silent reading lesson. I give each pupil a suitable book, magazine, or paper, and allow them to read to themselves. If a phrase is not understood or a hard word is encountered, they raise a hand and I explain it. At this time I usually gather the little First Readers on the recitation seat and read or tell them stories in a low tone.

MAKING DRAMAS OF READING LESSONS

Most children have the real "dramatic instinct"; all children love to "dress up." I found out this truth early in my career and made judicious use of it. I soon discovered that while a little dress-up is an inspiration, a too elaborate costume is a distraction. Consequently I confine the so-called costumes to the most simple elementary things. The story "Chicken Little" is played without costume save for Foxy-Loxy who wears a sweeping tail made of newspaper. "Snow-White and Rose-Red" is a great favorite. The only costume is a white bow for Snow-White and a red one for Rose-Red. The bear wears a fur cape which he

throws off when he changes to a prince. "The Three Bears" require a few "stage properties," but no costumes. The three bowls are circles, marked with chalk upon the desk blotter, the three spoons are made of pasteboard. The three chairs are easily supplied, the smallest of all being simply a pasteboard box so cut as to be easily collapsible. The three beds are desks of different sizes.

In the "real plays" there is motion as well as dialogue, but the costumes are worn during the reading lessons. A queen may wear her crown, a fairy may hold her wand, a prince may wear a star pinned upon his blouse, and all three be better readers for this simple reward. No one but a good reader is allowed to wear a costume or take a part, of course.

EYE TRAINING

1. Allow a pupil to pronounce all the words in a paragraph that begin with the same letter as his name.
2. Read backward.
3. Select words of five letters.
4. Allow one fleeting glance at a page and see which pupil can see the most words.

MISPRONOUNCED WORDS

As a remedy for incorrect pronunciation, I write the name of each member of the class on the blackboard, then as each one reads, I write the mispronounced word on the board under the name of the one reading; sometimes I have one pupil read the entire lesson, the remainder of the class noting mistakes; then again I have each pupil read a section of the lesson. I have some little penalty for a large number of words often mispronounced. I find every child takes pride in keeping his portion of the board free from words.

ARTICULATION DRILL

Articulation is an essential element in the mechanics of reading. It can be secured only by constant watchfulness and care on the part of both pupil and teacher. Try these:

1. The strife ceaseth and the good man rejoiceth.
2. Some shun sunshine. Do you shun sunshine.

3. Did you ever see a saw saw like that saw sawed?
4. He drew long legible lines along the lovely landscape.
5. The old, cold scold sold a school skuttle.
6. Round the rough and rugged rocks the ragged rascal ran.
7. I said ice cream, not I scream.
8. She uttered a sharp, shrill shriek, and then shrunk from the shriveled form that slumbered in the shroud.
9. The sea ceaseth seething when the wind ceaseth sighing.
10. Sam Slick sawed six, slim, sleek, sycamore saplings for sale.
11. Six brave maids sat on six broad beds and braided broad braids.
12. Pluma placed a pewter platter on a pile of plates.

DEVELOPING INDEPENDENT READING

The desire for independent reading must be developed in the schoolroom if we expect children to become good readers. To stimulate this desire in my room of four grades, I secured a number of primers and first, second, and third readers which I placed on their respective shelves in the bookcases, telling the children that each day they might have a twenty-minute reading period. The fourth grade children were allowed to pass to the case and each select a third reader. They could easily read any story contained in these books, as the words were familiar to them. The third, second, and first grades did the same thing. These periods were always given each grade while the other grades were reciting. These reading periods were the quietest, happiest times of all the day with us. They have developed a desire to read among the children, who are taking books home from our library and reading more on the outside than ever before. They have improved in their work in the regular reading class, too.

CATCHING WORDS

Pronounce a word on a certain page of the lesson and see who will be the first to see or catch it. Keep track of each answer and give the winner some little special privilege. This plan is fine for breaking that dreamy, drawling style of reading, and helps the child who is always losing his place, as it teaches the eyes to glance quickly and surely.

After a pupil has finished grammar school his reading is usually considered a completed accomplishment, good, bad, or indiffer-

ent; and how bad it is he does not realize until he reaches the so-called years of discretion and begins to inflict his poor reading on the public at civic gatherings, lodges, and churches. Then he begins to try to correct his faulty pronunciation, which should have been looked after in his grammar school years. For some reason children are not naturally inclined to look up the pronunciation of words in the dictionary, even though our system of phonic work has taught them the diacritical markings in detail. By using the following device I succeeded in getting a class of eighteen seventh graders actually to enjoy looking up words, and to doubt any one's pronunciation but Webster's.

On Monday of every third week, the pupils in the reading class vote on two captains, who are generally the best readers. They take their seats on opposite sides of the class section and choose sides. During the study period each pupil is required to look up five words whose pronunciation or meaning he does not know. In class time the first five minutes is entirely devoted to the pronunciation of review and advance words. Any pupil who can pronounce correctly the combined lists of all the class makes ten points for his side, with one point counted off for each mispronounced word. The captains keep the records, and call in turn on members of their sides to pass to the front and read. Not knowing the place counts five points off from the reader's side, a mispronounced or repeated word one point off. Correct reading counts five points on the reader's side. The teacher merely stops the readers and settles cases in dispute.

By using this plan I have heard boys stand up in front and read a passage without error who could not have read five consecutive words correctly when this plan was begun. Not only this, but the class acquires a fine discrimination in sounds. The best readers spur on the poorest, and even help them with difficult words during intermissions. The method teaches the value of team work, and gives scope for individual progress without personal rivalry.

PARAPHRASING

I found a seventh grade class incapable of understanding the reading assigned them for the year's work. One of the selections was "The Legend of Sleepy Hollow." Their reading was very poor and they gave the impression of not grasping the thought or thread of the story. I took the amusing description of Ichabod Crane, which they had read without a smile, and put it on the

board, underlining such words as *cognomen*, *inapplicable*, *person*, *lank*, *dangled*, etc., and requiring them to place in their stead synonyms or groups of words of similar meaning. When completed, each read his or her copy in class, causing much merriment and arousing a great interest in the story.

COUNTY CONTESTS

Reading contests have proved splendid incentives for better reading in rural schools. We conducted the first contest as follows. The county was divided into districts, each town being the center of a district. A preliminary contest was held in each rural school. Some schools held an introductory contest for the purpose of getting the pupils acquainted with the work. From the preliminary contest the contestants were chosen to take part in a contest with a neighboring school. From there the winners went to the district contest, and later to the county contest.

The pupils were divided into groups, usually two grades to a group. Girls contested against girls and boys against boys. This plan insured the interest of the boys. The contestants were judged on five grounds: expression given to thought and feeling, four points; difficulty of the selection read as affecting the quality of reading, two points; position of pupil and attitude toward the audience, one point; naturalness of the pupil, one point; pronunciation, two points. The contestants competed both in sight reading and in memory reading. Their sight reading was selected from a reader used in the grade next lower than the one in which the pupil was listed. The judges were some disinterested persons.

HYGIENE

BROAD HEALTH TEACHING

THAT teacher is to be commended who, instead of relying on an inefficient physiology to teach her pupils all they need to know in regard to health, reads them the many health notes which are to-day found in magazines and newspapers; ideas of modern investigation of which people twenty-five years ago would have been entirely ignorant.

Instruct children in the use of the tooth brush. Tell them to sleep in well-ventilated rooms. Many a child would come to school in the morning with clearer head and brighter face if this rule were invariably followed in all homes. Tell them of the foods that are easily digested, and of those that are not. Children are more susceptible to ideas of this kind and more likely to put them into practice than older persons. As education depends to a considerable extent on health, that teacher will have brighter pupils who can keep them healthy, and many a man or woman will in after years thank that teacher for a strong constitution.

PHYSIOLOGY FOR LOWER GRADES

First we studied the eye, its structure and how to care for it. To make this more vivid we procured a pig's eye and examined it. Then we studied the teeth and their care. I sent to a well known dental house for lessons on dental hygiene and samples of tooth paste, which were a great help. We studied the different parts of the body, including the nervous system, bones, circulation, digestion, and respiration. We took up the effect of tea, coffee, tobacco, and alcohol on the body.

We spent about ten minutes a day for a week on each subject. The lessons were so practical that I soon began to see definite results. Many children are now sleeping with their windows open and bathing often, who were not accustomed to either before. Many who had been drinking strong coffee three times a day now drink just water or cocoa, or a cereal compound. The consequence is that the children are more regular in attendance and more alert.

LESSONS IN SOCIAL HYGIENE

I told my school that each pupil should have an individual towel and drinking cup. One day at five minutes of twelve I rang the signal for lunch. Four basins and four pieces of soap were arranged on a desk, and as I called four pupils' names, they came up and washed their hands. They emptied the water and held the basins to be replenished for the next four. I poured the water into the basins. For twenty-five pupils only five minutes were needed. We then sat down with our lunch boxes and had a sociable time eating. Each child then swept up under his desk with a brush and passed out quietly to the playground. This order went into effect for every day.

CLEAN HANDS

The privileges of the library table are coveted, as we have had donations of some fine books and periodicals. Of course, unwashed hands could not be allowed to handle fine reading matter. The story of the "Pig Brother" was read with good effect. A "manicuring den" near the washstand in the dressing room contains contributed paraphernalia, such as a good orange-stick, curved scissors, buffer, etc. The enjoyment of the "den" is appreciated by the boys as well as the girls, and the noon hour is frequently spent there.

DEEP BREATHING

The following plan has proved very helpful to me in promoting an interest in deep breathing: I have all the children draw as deep a breath as they possibly can, and then I choose three pupils who seem to me to have expanded more than the others. These three step to one side. The remainder of the room then breathe and the three pupils each pick out one pupil who seems to them to have had more chest expansion than the others. This group choose another three, until each child has had a chance to choose. The teacher must be careful not to tire the children.

By visiting my patrons, I found that there were four families who had an inherited tendency toward tuberculosis. Doubtless, to a certain extent, this is true in every community; and it seems to me that deep breathing in the schools cannot be emphasized too much.

EMERGENCY CASE

Often I have been obliged to send a sick or a hurt child home for want of an emergency case. Now I am prepared with the following articles: a small box in which may be kept a roll of clean white bandages with needle and thread, pins and string, a bottle of turpentine, and one of camphor. To these may be added vaseline and other simple remedies with which a teacher is familiar.

Turpentine poured on a fresh cut relieves the pain, helps to stop bleeding, and takes away the danger of blood poison. Camphor relieves pain and prevents discoloration.

DRAMATIZING PHYSIOLOGY

In our physiology classes we often make believe accidents have occurred, and select one of our number to meet the emergency. Sometimes it requires carrying a person who has broken a limb or is ill, binding a bleeding artery, caring for one in a faint, reviving a drowning person, etc. They learn to tie various knots, to carry a loaded gun properly, to get on and off a car, and many other such things.

HEALTH BOOKLET

Last year I used this plan in connection with health talks in my second grade. I asked the children what they did when they were ill. "Send for the doctor," a great many answered. Then I wrote on the board "How to Keep the Doctor Away." The children were asked to suggest things to keep the doctor away. They mentioned many things. Six of the most important were written on the board under the title. They were to be used as titles for the chapters in the book.

1. Keep your teeth clean.
2. Breathe plenty of fresh air.
3. Eat pure food and chew it well.
4. Take plenty of exercise.
5. Wear proper clothing.
6. Sit and walk correctly.

These were the subjects for our health talks for several weeks. The first subject, the care of the teeth, kept us busy a week. The children were given sample tubes of dental cream, and taught to use a tooth brush correctly.

"What are we going to write in our books about the teeth?" the children wanted to know. I told them that we would use pictures instead of words. They were asked to find pictures of people brushing their teeth, people with pretty teeth, etc. Then each child was handed a sheet of manila drawing paper nine by twelve inches. At the top of the page they printed "Keep Your Teeth Clean." Under this they pasted the best of their pictures, as they could not use them all. Here the children showed their power of judgment, selection, and arrangement. When the pages were sufficiently illustrated they were put away. Each succeeding subject was treated the same way as the first. After the books were completed the covers were made. For this each child was asked to bring a picture of a doctor with his medicine case. At the top of a sheet of manila paper the words "How to Keep the Doctor Away" were printed; underneath, the picture of the doctor was placed. The pages were all fastened together and the book was finished. The children could hardly wait to take their "Doctor Books" home to show to mother and father. At our school exhibit these books were much admired.

NEAT FLOOR AND CHALK-TRAY

When the snow is soft and fleecy, throw a lot on your schoolroom floor, a little at a time, and sweep it up on the dust pan before it melts. The next morning your floor will look almost as well as if freshly scrubbed, and all the dust will be gone. Rub a handful along the chalk-tray to take up the chalk dust.

CLEANING UP THE SCHOOL GROUNDS

Having in mind the plan of tidying up and keeping our school grounds in order, I gave the following talk to my pupils one day:

"Children, I passed through L — the other day, and while going by a certain house I knew there were different inmates from those living there when I last saw the house. No one told me there had been a change; I saw no one in the yard; I had not noticed the curtains closely enough to know whether they were different or not; yet so confident was I that there had been a change in the occupants that I asked the driver, 'When did Mr. M—— move out?' I was told that he had vacated several weeks before. Now, what told me he was not living there? It was the yard! A wheelbarrow was overturned in one corner, sticks, paper,

a rope, and apple peelings were to be seen. Just look at any yard and you can tell what kind of people live there. Look at the school grounds of any school, and you will know what kind of pupils attend the school and what kind of a teacher they have. If visitors should come to-day, if the supervisor should drop in to see us, how many of you would be willing to have them judge us by the condition of our yard?"

I then put the responsibility of a clean yard upon each pupil and showed how simple and easy it was to have a neat yard if every pupil refrained from throwing trash in it, and if every pupil would pick up anything some thoughtless one had dropped. The results of my efforts thus far have been more than satisfactory.

BRUSHING THE BOARDS

I have found that washing the blackboards with a brush is far superior to washing them with a cloth. The brush should be about ten inches long, with a wooden handle on the top, similar to a stove brush. The using of a brush eliminates the soiling of the clothes, and does not necessitate putting one's hands into cold water. It saves time, as a brush covers an area ten inches wide at every stroke, whereas a cloth covers approximately five inches.

SONG FOR CLEAN AISLES

The aisles are named as streets, as Broadway, Locust, Bellevue, Central, Olive, etc. At night the children sing to the tune of "Here We Go Round the Mulberry Bush:"

Which is the cleanest street to-day,
Street to-day, street to-day?
All the boys and girls can play
When they are quite ready.

After it has been decided which is the cleanest street, the children sing again, and supposing Broadway to be the aisle decided upon, the song is thus rendered:

Broadway's the cleanest street to-day,
Street to-day, street to-day;
Now we boys and girls can play,
For we are quite ready.

GOOD FROM BULLETIN TEACHING

Whenever I have taught in a country school where the duty of cleaning falls to the pupils, I have found it hard to get the pupils to sprinkle the floors to keep down dust. This year before school opened I ordered from our State Health Department bulletins on "The Sanitary School" and "Tuberculosis." We used these bulletins for our hygiene lessons for several days. On the following Monday when I returned to school I found that one of my boys had been to a sawmill near his home and procured a barrel of sawdust. The pupils had fully decided that they were not going to have any more dust in the schoolroom. The sawdust was dampened and sprinkled on the floor before each sweeping.

INDIVIDUAL WASTE PAPER BAGS

Waste paper is one of the greatest sources of untidiness in schoolrooms. The wastebasket is usually placed in some far corner and cannot be reached except by the pupils leaving their seats. Here is a plan that will save this unnecessary confusion. Request each pupil to make a little bag out of dark calico or other material twelve by ten inches when completed. The top of the bag is hemmed and a drawstring run through. The ends of the string are tied together and fastened to the ironwork of the desk by a slipknot. Do not have the string too long or it may touch the floor and be in the way, nor so short that there will not be room enough to spread the bag to its full size. Just before dismissal, the bags may be opened and the contents transferred to the wastebasket.

REST EXERCISES

For a short rest period after work requiring close attention, I often give my pupils an outdoor run, around the schoolhouse or to the fence and back. They are back in less than five minutes, ready for work again. Sometimes I say, "Stand and rest." Then they stretch, lean over to touch the floor without bending the knees, swing on the desks, etc. The stretching alone is a great relief after work at the desk. My pupils greatly enjoy singing rounds, and we often use these in short rest periods. A game they greatly enjoy is "Magic Music." One pupil is sent out of the room and some object in the room is chosen for him to find. When he approaches it we sing softly, when he goes from it, loudly, until, guided only by the music, the chosen object is found.

MAKING THE BASKET DUST-WHOLE

A common failing of wastebaskets is that dust, pencil shavings, and other fine material will sift through to the floor. A simple remedy for this is to get a shallow pan to fit the bottom of the basket and set it into the basket. A partially worn-out pan does well enough for this purpose and will save much dirt under the basket.

GETTING PROPER LIGHT

I have been obtaining splendid results in controlling the ruinous cross-lights in my schoolroom by the use of oblique shades. The construction is very simple. Long strips of muslin about six inches wide are suspended from heavy wires driven into the casing just above the windows. We face the south. No other shades are on the windows. Our shades project obliquely toward the front of the room. In rooms facing any other direction, such shades would have to be supplemented by the ordinary opaque shades in common use. However, one might hang the muslin strips so as to stand perpendicular to the windows.

Most of our modern school buildings are so constructed as to obviate the cross-lights, but there are hundreds of country schools of the old style, which could be greatly benefited by the plan here mentioned.

GARBAGE RECEPTACLES

If garbage cans can not be procured for your school grounds, get four or five barrels or large boxes from merchants or builders. Place these barrels or boxes in suitable places on the grounds, asking pupils to put in them all waste paper, fruit peels, lunch scraps, and such other things as may accumulate on the grounds. Pupils may be appointed to clean these boxes or barrels as often as is necessary, and burn the contents.

INDIVIDUAL DRINKING CUPS

My pupils bring their own cups from home. Some of them have pretty mugs, others fancy glasses, others tin pint cups. Two little fellows use condensed milk cans, the tops of which have been evenly finished off. To prevent the unsanitary dipping-in of cups that necessarily follows when buckets are used, we have bought a water-cooler.

CLEANING ERASERS

We use a clothes-brush to clean erasers. Select the window where the chalk dust will not blow back into the room, reach out of the nearly-closed window, and erasers can be brushed clean.

RURAL SCHOOL ATHLETICS

We organized an athletic club among the boys of our school. The boys adopted a constitution and elected a recorder, whose duty it was to record the members' weekly standing in these events: quarter-mile run; 50-yard dash; standing broad jump; chinning.

A ladder placed against the side of the school building furnished necessary equipment for chinning. A jumping pit may be prepared by plowing a strip of ground twelve by six feet, and burying an inch board, one foot wide, level with the ground at one end for a "take-off."

At the close of the contest a prize is awarded to the boy who makes the most improvement. This makes the scheme practicable for small schools where the pupils vary greatly in age. The final contest may be public.

VENTILATING THE SCHOOLROOM

Our heating and ventilating system consisted of a coal stove and three windows. The latter of course were kept down a few inches from the top, yet a further supply of fresh air was often needed. So three "ventilators" were appointed, one sitting near each window. It was their duty when the others rose between classes or at recess to open the windows, and to close them when we took our seats.

OILING THE FLOORS

Last fall I was fortunate in having a good schoolhouse and a fine library, but there were still a few things lacking.

The greatest trouble was dust. It was impossible to keep the floor clean, and when we swept, everything was covered with it. It was quite a task to dust, not to mention the unhealthfulness of it. I had noticed that the local merchant had the floor of his store oiled, so I consulted him and he agreed to sell us the floor dressing, and his son offered to apply it free of charge. It took three gallons and it cost a dollar. It certainly was the greatest

comfort I ever had. We have no dust and are able to keep our furniture and windows in fine order. The sweeping is very little trouble, and the dressing makes a nice finish and improves the looks of the whole room. I purchased a wire doormat which is a great help in keeping the floor clean.

ERASER CLEANER

One way to make an eraser cleaner that is clean, rapid, and inexpensive is the following: take two pieces of matched lumber four inches wide. With a sharp knife shave off one projection on the grooved edge to the depth of the groove. Nail these pieces flat down to a wide board, with the side down which was shaved, leaving a space between them the width of the eraser. Nail a small cleat across one end to prevent the erasers from sliding out. Slide the erasers in until the space is full and sweep with a broom. The holder may be laid on the walk or ground, or stood up by a wall or other support while sweeping. It may be made any length, but I think four feet is about right.

PLEA FOR OUT-OF-DOORS

Did you ever think what it must mean to a child to be shut in every day, without the right to leave the room, or even to move about without permission? To be dependent upon the teacher's judgment as to the amount of fresh air allotted to the room and the amount of nervous energy he may expend? Is the teacher doing enough to make up for this loss of freedom and open air exercise, or does she attempt to disregard the little restless bodies and the longing glances cast out-of-door-wards?

I have reached the conclusion that the child is restricted too much. He submits only because there is no other course. This is what I am doing to modify, in a measure, the harm of the in-door school. We play as many of our games as possible out-of-doors. In warm weather children need only hats or caps; in cool or cold weather they "bundle up." We also have at least one recitation out-of-doors. The children enjoy this method of reciting very much, especially the boys, for here they can squirm about all they please without fear of annoying the teacher. You know how well boys like to lie flat on their "tummies"? I let my boys take that position or any other that is comfortable, if it does not interfere with the progress of the lesson.

I know that outdoor classes are not a new idea by any means, but I believe that many teachers have thought the idea impracticable. I wish that these teachers would try it out as I am doing, and give the children as much of the healthful, body-building, heart-warming out-of-doors as I am giving.

RURAL SCHOOL HEALTH LEAGUE

Not all rural schools have Health Leagues, so I am going to explain the purpose of ours and how we are using it to teach constructive hygiene. The pupils of the school are members of the league, and the officers are chosen from the sixth and seventh grades. The officers are president, vice-president, and secretary. An individual chart has been made by each child. These charts have thirteen horizontal lines, as there are thirteen questions to be answered; and as many vertical lines as the paper will hold. These vertical lines are for the days of the week. The questions, with the number of credits allowed for each, are as follows:

1. How many slept last night with their windows open at least three inches from top and bottom? (1.)
2. How many brushed their teeth once, twice, three times yesterday? (1, 2, 3.)
3. How many cleaned their nails, once, twice, three times yesterday? (1, 2, 3.)
4. How many brushed their shoes before leaving home? (2.)
5. How many slept eight hours last night? (1.)
6. How many kept fingers and pencils out of mouths yesterday? (2.)
7. How many combed and brushed their hair before coming to school yesterday? (2.)
8. How many practiced at least three exercises yesterday? (2.)
9. How many had clean handkerchiefs yesterday? (2.)
10. How many washed hands and face before meals and before going to bed yesterday? (2, 3.)
11. How many tried to sit and stand correctly yesterday? (1, 2, 3.)
12. How many took one bath last week? (1.)
13. Sanitary Reports. (Children are given credit for several things under this heading. If a child sweeps up crumbs or papers

and rubbish from the school yard he may be given credit according to the teacher's judgment.)

Every morning at the opening of the school session the president asks the list of questions. Each pupil puts on his individual chart. in the space after each question, the number of credits he has earned for each. He then gives to the secretary the total number of credits earned that day. It is his duty to enter the amount after each pupil's name. Following this the secretary and president enter the totals for the day on the large Health League Chart. This is a piece of white cardboard with the words Health League and the thirteen questions with their points, attractively printed across the top. These cards were obtained from a printing office, where the heading was printed, and are ruled horizontally and vertically into one-half inch squares. Each pupil's name is written in a four-inch margin at the side. Opposite each name in the squares are placed the total number of points secured by each pupil each day.

DECORATION AND ART

TEACHING ANGLES

I TOLD a third grade class that the angles were a family of three. Then I asked if any child in the room had just three in the family. I found several. I next asked what the surname or family name of each was. It happened that next door to the schoolhouse lived a family of three, a father, a mother, and a baby. So I said that the family we were going to talk about was like this, and their surname was Angle. The father was very large and fat, and he was called Obtuse Angle. Here I drew a picture of an obtuse angle on the blackboard. The mother angle was called Right Angle. I asked if any one knew why and was not surprised at the appreciation of mother-love shown. One child said he thought it was a good name, as his mother was always right and knew just what was best for him to do. I drew the right angle beside the obtuse angle. Next came the baby, which I called Acute Angle, "because all babies are cute." The children who had babies at home were given a few minutes to tell some of the cute things their babies did. I put the acute angle on the board and there was our Angle family.

TEACHING DIRECTION

I teach direction in my drawing class with the aid of a pointer. Stand before the class with a pointer in the hand. Hold the pointer in a vertical direction and say, "I am holding the pointer in a vertical direction." Hold the pointer in a horizontal direction and say, "I am holding the pointer in a horizontal direction." Hold the pointer in an oblique direction and say, "I am holding the pointer in an oblique direction." Go through the same process again and emphasize the directions by tone of voice and by expression. Say the words *vertical*, *horizontal*, and *oblique* very distinctly, slowly at first, and then in the ordinary way. Give the pointer to a pupil and ask him to hold it in a vertical direction; in a horizontal direction; in an oblique direction. Do this several times with different pupils.

Stand before the class and hold the pointer vertically and ask a pupil to name the direction. Do the same with the horizontal and oblique directions. Require distinct answers. Stand before the class and in pantomime indicate the directions with a movement of the hand and ask pupils to name them.

Next ask a pupil to hold his right arm vertical; hold it horizontal; hold it oblique upward; hold it oblique downward. Ask another pupil to do the same with the left hand, and still another with both hands. Drill the class in the same manner.

HOW TO MAKE SILHOUETTES

All the materials necessary for silhouette drawing are an unruled sheet of paper (preferably white), a pencil, pen, rule, and ink. First, with a lead pencil, make an outline of the object to be drawn. Then take a pen and make a perfect outline in ink. Then make a brush of your pen in this way: press the pen point on a piece of soft scrap paper, causing the two nibs of the pen to part; when the pen is lifted a small bit of the paper is held between the two nibs, which, when dipped in ink, will make the best kind of a brush for silhouettes, as it gives the pupil better control than he would have over a brush. To fill in a solid part, the brush can be enlarged by taking up more paper. Do not use a brush, as the brush will often slip over the outline and ruin the picture.

OBJECTS TO DRAW AND COLOR

The following objects are suitable to draw and color with colored crayons:

Grasses. Besides these there are similar growths, such as clover, sorrel, flax, alfalfa, rushes, grains, weeds of simple form, sprouting bean, pea, corn, and wheat. Pin the model to a paper background that is similar to the paper on which the drawing is made, and color direct without drawing and with only a light pencil line to mark directions and the main proportions.

Buds and Leaves. Use sprays having not more than three buds and leaves on a stem. Make each spray simple and avoid confusion. Choose leaves with smooth edges. Remember that "simplicity is the supreme excellence."

Flowers. Take those of one color, like the buttercup, dande-

lion, and violet. If you use those having more than one color, the colors should be distinct and alone. Draw single flowers only. Remove from the model all parts that are confusing. Buttercups, pansies, poppies, yellow marguerites, sunflowers, sweet peas, dandelions, irises, marigolds, anemones, violets, geraniums, narcissuses, rosebuds, and water-lily buds are suitable models.

Trees. Aim for the general form and color. Avoid details. All trees are good, but at first choose a single tree standing alone, with the sky, some water, or a hill for a background, and with thick foliage. Draw one tree a number of times rather than skip from tree to tree. Do not stand close to the tree when drawing it, but far enough away to eliminate the details, such as the leaves and smaller limbs.

Fruits and Vegetables. Take those of a distinct color, such as a yellow, red, or green apple or tomato. Place the object in an L-shaped background. Draw one, two, or three in a group—one is preferable. Apples, pears, plums, peaches, currants, cherries, grapes, lemons, radishes, carrots, cucumbers, pumpkins, gourds, and bananas are good if well chosen.

LANDSCAPE IN A MIRROR

Let the pupils sometimes in the lovely spring days sketch the portion of the landscape they see reflected in a large mirror you have placed advantageously. Even if there is no landscape, only a city street, it may be that a picture which has a message can be made. Colored crayons may be allowed if deemed best.

FASCINATING FOLDING LESSONS

Coat: Use a four-inch square and two two-inch squares, all of the same color. For the coat take the four-inch square. Fold the sixteen squares. Open. Fold the two opposite edges over to the vertical diameter. Fold down half of each of the upper outside squares (for lapels.) For the sleeves use the two-inch squares. Fold one diameter and each opposite edge up to the diameter. Fold the other square in the same manner. Insert these beneath the lapels and fasten with a bit of paste. Cut small circles of colored paper for buttons and paste down the front of the coat, holding the two edges together.

Baskets: Use a six-or eight-inch square of red or tinted construction paper. Fold into sixteen squares. Fold the diagonals.

Lay out flat. Then pick up each corner, punch holes through the side and tie with a bit of red or green "baby" ribbon, making a square basket with four pointed corners. Use a strip of the construction paper for the handle and paste it on the basket, or fasten it on with a metal paper fastener. Fill with sprays of holly or some other green. Red baskets are especially pretty.

Border: Use three- or four-inch squares of colored paper. Fold the diagonals. Cut half an inch or a quarter of an inch on each side of the diagonals. This cuts out four small triangles (the square may be folded into a triangular form and the small triangles all cut out at once) and leaves an X-shaped figure. Mount and paste in a pattern on stiff cardboard.

Lighthouse and Marine Folding Picture: Use a four- or six-inch square and a two- or three-inch square (brown, gray, black or a brick color preferred). Fold the large square into sixteen squares. Cut off one row of squares. Fold the remainder lengthwise. Open. Fold each of the longest edges up to this middle fold. Mount on a stiff cardboard. Fold the diameters in the small square. Turn the square over and fold the diagonals. Press in one of the diameters, thus forming a triangle. Use this for the top of the lighthouse, and paste at the top of the tall lighthouse folding.

With paint or crayons make a colored ocean and paste on the blue water boats made of small white squares, thus: use two- or three-inch squares of white paper. Fold the diameters. Open. Fold up one edge to the horizontal diameter. Fold up each corner. Cut on the vertical diameter down to the center. Fold back each of the squares thus made to form the sails. Mount the boats on the painted ocean. With black crayon or paint, rocks may be drawn about the base of the lighthouse.

Tearing Design: Use large squares of plain (unprinted or blank) newspaper. Fold into sixteen squares and do not open. Tear irregular pieces (or a regular pattern) from this small folded square. Open it and you have a symmetrical design.

Tablecloth and Napkins: From blank newspaper cut and fold a tablecloth (an oblong) and a dozen napkins (two-inch squares).

Booklet: Fold several equal oblongs of blank newspaper in book form (folded in half). Fasten these folded papers together with a pin to make a book with pages in it. Paint a picture on the cover.

Eskimo Sled: Use an oblong of drawing paper. Three by four and a half inches is a good size. Fold sixteen small oblongs as

one would fold sixteen squares. Cut out the upper left-hand and upper right-hand oblongs. Bend the remaining two oblongs upright for the back of the sled. (Horizontal slits may be cut in this if desired.)

Fold the sides down on the creases for runners. Cut up a little way on the right and left crease at the foot of the sled and bend up for the footboard. Cut equal triangles from the front of each runner. Paste narrow strips nine or twelve inches long to each side of the sled. Fold the paper together and cut three or four dogs free-hand or trace them around a pattern. Put paste on both sides of the dogs. Stand them up single file between the strips of the sled and paste the strips to them. The dogs will stand up alone if pasted carefully.

BECOMING FAMILIAR WITH PICTURES

We have a collection of about fifty pictures of the world's masterpieces, mounted on cardboard. At the beginning of every week we place four or five pictures in the front of the room. At that time we discuss the pictures, the artist, and the kind of pictures he liked to paint. The pictures are arranged in packages, with eight or ten in a package. Pupils who finish their seat work quickly may look at the pictures. It is remarkable how soon they learn the names of the pictures and of the artists. After they have learned to recognize the description of a large number of the pictures we play a game with them at odd moments, and we also use them in our language lessons. A pupil plays she is the teacher and describes a picture to the class. Then she calls upon some one to tell the name of the picture and of the artist. If the child called upon gives the correct answer she may find the picture and place it before the class, and then it is her turn to describe a picture.

MAKING A CHEERFUL SCHOOLROOM

Our schoolroom was changed from a gloomy, bare room to a cheerful one. The room is thirty by eighteen feet, has six large windows, one door, and a small cupboard built in one corner. We began our work by collecting pictures from magazines, fronts of tablets, and every other available place. These we mounted on cardboard and placed on the wall in attractive groups, fastening them by means of brass-headed tacks. Field corn and pop corn were strung and these chains looped from the ceiling, making a

sort of arch above the door. An old painted blackboard was covered with muslin and we pinned written work to it. Dark green shades and white sash curtains helped transform the windows, and large figured cretonne made nice curtains for our stage.

PICTURE STUDY BOOKS

Two or three times a month we have picture study. On a sheet of paper we paste a small reproduction of a masterpiece. Underneath we write a few sentences about the picture and the artist. The children make covers for the books of white drawing paper, letter the names in black, and draw a few flowers for decoration. Each page has holes punched in it and the book is laced with ribbon.

REMOVABLE PICTURE FRAME

The industrial class boys made a picture frame for me. The back is made of thin sections of white wood,—really a double back,—the grain of one layer crossing the grain of the other, so it will not warp. The back is set in and fastened with buttons. It takes only a minute to remove or replace a picture. With this frame I can use the twenty-five cent reproductions of the masterpieces, and keep each in view during the weeks of study. By changing the pictures, a series can be studied and thoroughly enjoyed during the year, while at the same time the children are taught the great lesson of simplicity in wall decoration.

BEAUTIFYING THE SCHOOLROOM

We are very proud of our schoolroom, for we have changed it from a cheerless, whitewashed place of dreariness to a cozy school home. To do this we took afternoon excursions through woodlands and swamps, gathering treasures for decoration. We used bulrushes—top, stem, and leaves—bittersweet branches, with leaves and clusters of berries, ivy vines, and berries and branches of trees that do not shed their leaves, such as the black oak; and also other swamp plants with blue and red berries, such as the hatpin plant, and many that we could not identify. These all keep splendidly in a cool, dry, well-ventilated place. The pupils especially liked a bouquet of oak leaves on the branch, several bunches of bittersweet fruit, a few bulrushes and a branch of holly.

MAKING A GERANIUM

My pupils enjoy making a geranium that looks like a real flower. We cut red paper into strips three inches by one inch. Ten strips make a good blossom. Crumple each strip into a little ball. String the balls on a heavy thread. Draw around and tie the ends of the thread to make a circle. Cut free hand green paper leaves, stems, and a main stalk. Cut a flower-pot from brown paper. Paste these on mounting paper. Paste the red blossom on the end of the stalk, or if it is too heavy to paste, it may be sewed.

TULIP BORDER

Have each child cut free hand, or from a pattern, and color a tulip flower, stem, and leaves, the size of a real blossom. Put a little paste on the flower and the base of the stem, and paste along the top of the blackboard. By pasting some higher and some lower or overlapping, the effect of a broad bed of blooming tulips will be obtained.

MOTHER GOOSE BORDER

We have enjoyed our Mother Goose border very much. Above one of our blackboards we tacked a strip of black paper sixteen inches wide and as long as the space would permit. I hectographed enough copies of the pictures in Normal Instructor-Primary Plans so that each child could have one of the different Mother Goose children. We colored the pictures, using crayola, and when they were finished and cut out we chose the best ones for our border. We left quite a space between the pictures. We learned the rhyme and the music for each picture.

TISSUE PAPER SASH CURTAINS

For the last two years we have used white tissue paper for sash curtains in our school. The crepe paper may be used, but the plain tissue paper is more easily decorated and more satisfactory. These curtains wear better than is generally supposed. They can be mended by lapping the edges and using a little paste. When soiled they are torn down and burned, and delightfully fresh ones put up at very little expense. For most windows the width of the paper can be used for the length of the curtain. A hem may be sewed or pasted in, or the edge left as it is. The upper edge

is pasted over a string and pushed along while wet to make gathers. Special occasions or seasons decide the kind of decorations to be used. Stencils and water colors work very successfully, but care must be taken to use very little water in applying the paint. Flowers or designs may be cut from colored paper or from paper napkins and pasted on as borders or in an all-over effect.

HOMEMADE STENCILS

If you have a picture you would like to reproduce on the blackboard, try this plan. Trace the outline on tissue paper. (If the picture does not show plainly through the paper it can be drawn by holding it against a window pane.) Remove both thread and bobbin from the sewing machine, and with a large needle stitch carefully through your outline. Now your stencil is complete and you can readily fill in the details on the board.

DESCRIPTION OF A PLEASANT ROOM

Having been a supply teacher for several years, I have seen many rooms, but none more charming than a second grade whose description may be helpful. Besides the pictures on the walls, there were several good pieces of statuary. There was a flag. Flowers and plants were in abundance. The cocoons and moths which the children brought were carefully preserved in glass covered cases. Both windows and blackboards were protected by pretty curtains, which saved the children's eyes. Study seemed a game here, for when the reading class was called they stood around a magic circle marked on the floor, and each child who read without an error entered the magic ring. There were colored stars on the board for perfect attendance and excellent work.

MAKING VASES FROM CANS

I wonder how many of my fellow-workers ever thought of utilizing old cans for vases in which to put the wild flowers that are so plentiful along our country roads? The children bring wall paper to school and I fit a piece to each can, which becomes, if not exactly a thing of beauty, at least an object which is pleasing to look at and appropriate for any schoolroom. I teach in a rural school where it is hard to get anything pretty or attractive for the schoolroom.

CAT-TAILS FOR DECORATIONS

Ask the children to bring cat-tails with long stems. Tack mosquito netting six inches high along the base of a window. Behind this place the cat-tails in an upright position, and they will look as if they were growing in a pond.

BLUEBIRD ROOM

In Normal Instructor-Primary Plans I found an outline picture of a bluebird in flight. I copied this bluebird on cardboard, and the children took pleasure in tracing, cutting and coloring hundreds of these, with which we decorated the room. I suspended a barrel-hoop from the center of the ceiling and to this we attached the birds with black threads of different lengths. It was a pretty sight. Our bird calendar and our month calendar were decorated with bluebirds in flight. They looked so pretty pasted to the blackboard that the children wanted more, so we continued their flight up the wall, and every window in the room had bluebirds on it.

WALL SAVING SCHEME

While trying to save our schoolroom walls from tack marks, I hit upon the following device for hanging pictures. I bought a strong but very fine wire which I stretched between the windows, fastening the ends to brass headed tacks driven in the sides of the window facing. For five cents a hundred I procured document or paper clips and slipped from two to four over the top edge of each picture. These were then slipped over the wire. Large framed pictures cannot be hung in this way, but for any of the lighter weight pictures the plan is fine, as it saves the wall and the pictures from marks, and greatly facilitates the work of changing the pictures.

DAISY DECORATIONS

We made a daisy room one June. We used rows of alternating yellow and white daisies, with stems and leaves, and even a few blades of grass here and there, for our windows. Then we had a border of daisies on the blackboard. Still enthusiasm ran high, and we resolved to make chains of daisies to be festooned on the walls around the entire room. Six-petaled daisies were cut by folding six at a time, colored, and pasted by the petals to form chains.

SPRINGTIME DECORATIONS

We made apple blossoms of pink and white tissue paper. A five-petaled flower is cut out of pink paper and one out of white, about the diameter of a twenty-five or fifty-cent piece. They are sewed together, and from one to ten are strung at intervals on one string. Each of these strings is tied to a long string and stretched the length and width of the room. Hanging from these strings are bluebirds of different sizes. Butterflies also may be used, but they rather destroy the color effect.

TULIP WINDOWS

For window decorations the children colored or painted tulips, which we pasted right on the windowpanes, to appear as growing out of boxes on the window sill. Straight, prim rows of these on every window made a pretty decoration, but prettier and more realistic were the tulips from the outside. Passers-by took them for real tulips, and often remarked on how long they stayed in blossom.

SILHOUETTE FRIEZES

In decorating my schoolroom I find that a frieze of silhouette figures is a great improvement over the old-fashioned border of miscellaneous pictures. To make such a frieze I use either dark brown or green tinted drawing paper, such as is sold at two cents a sheet by dealers in kindergarten supplies. I cut this into strips one foot wide. Equally good results can be obtained by using a cheap oatmeal paper, or wall paper in plain colors. For the silhouette I use common white wrapping paper, which costs practically nothing, and gives excellent results.

The frieze upon which I am now working is divided into four parts, one for each side of the room. For the front I have a circus procession. The elephants and camels are enlarged from geography illustrations, their riders from magazine pictures, which also furnish the horses. The cages upon wheels are cut with open bars, so that the lions, tigers, and bears, which are pasted underneath, may be seen. For one side of the room I have cut silhouettes illustrating a number of well-known fables. The illustration for each fable occupies one strip. For the third wall I have silhouettes illustrating favorite fairy tales. The frieze for the back of the room is a complete and spirited reproduction of "The House That Jack Built."

Other excellent subjects would be from child activities, the week's work in the house, or Mother Goose rhymes. One that never fails to please is a Noah's ark with the procession of animals passing in. Besides the decorative value of the frieze, it is a valuable aid in the teaching of primary language throughout the year.

HOW TO MAKE POND LILIES

Pond lilies for decorating may be made of white grocery wrapping paper, the green leaves of wall paper. A six-leaved flower is cut of both the white and the green. Yellow paper is cut into fringes for the center. Sew the green and white together with the yellow fringed center. These are hung on a string to be stretched across the length or width of the room. Frogs may be fastened to the string to hang down between the lilies.

CONVENIENCES FOR DRAWING

My pupils each own a small pasteboard box cover within which the lead pencils are sharpened, thus keeping lead-dust and shavings from the desks, books, and clothing. We use empty cold-cream jars for dishes in which to wash the brushes in water-color work. A piece of blotter kept on the desk in the painting lessons is a much neater means of drying the brush and just as good as a cloth.

PRINTED LEAVES

I purchased a roll of engineers' blue print paper for ninety cents, which will last for a season. The children brought in leaves of every kind that grows in our vicinity. Half the class were responsible for fruit leaves and the other half for wild leaves. They selected the most perfect ones and pressed them. On Friday afternoons we get out the leaves and our printing frames, and, using them as a photographer uses his films, we print them on the paper. The result is a perfect reproduction of the leaves in clear blue and white. The paper is then washed and put away to dry. As we work we talk about the leaves and trees, their ways of budding, their flowers, fruits, shedding, etc. The subject is a rich one, furnishing material for compositions, words in spelling, as well as developing observation of natural objects, and the satisfaction of having reproduced something beautiful. The ferns make the daintiest pictures! We save our

pictures to use for program favors, book covers, markers, borders, and Christmas presents. The outlay is little compared with the pleasure and the results.

BRISTOL BOARD FRAMES

How many have tried using bristol board, cut in narrow strips, for picture frames? The pretty pictures we find on tablets and covers soon tear, and are unsightly if put up without frames; half-inch strips of bristol board will preserve them for a long time. I use brass-headed tacks to put them up with, and have some framed in this way that I have used for two years and they are still good.

WALL PAPER FRAMES

I sent to a mail order house for ten yards of wall paper molding. This comes from one and one-half to three inches wide. The pattern I chose was in tan, green, and gold. You can see that we could have three different frames from the one pattern. The large girls brought some pictures—some were pretty magazine covers—and we framed them. First we pasted the picture on a heavy cardboard mat and then pasted the frame on around a margin which was left for it, mitering the corners. The children were delighted with their “truly” picture frames. These have many good points, for, as well as being inexpensive, they are easily changed, and give the children profitable and pleasant occupation.

NATURE STUDY AND AGRICULTURE

WILD FLOWER CONTEST

DID you ever try a wild flower contest? Begin early in the spring. Provide the pupils with notebooks. As they find the flowers, you may write the date and the name of the flower in their books. You will be surprised to see how interested the young people will become, and how many kinds of flowers they will hunt out. One of my little girls found one hundred eighty-three varieties, and could tell the names of most of them herself.

MINIATURE FLOATING GARDENS

In searching through an old record I came across a very novel form of bulb culture. For the purpose we shall require a large bowl of water and some large round corks, those which are used for wide-mouthed jars answering the purpose very well. Also we must secure some small bulbs, such as those of the snowdrop, the crocus, and scilla. The first step is to cut holes in the corks, into which the bulbs are fitted. In the case of very large corks, two or even three holes may be cut. In any event these holes are cut right through the corks so that when the bulbs are fitted in position the under part projects beneath the cork. We may now float the corks on the surface of the water in the bowl. To make the corks float fairly level you may have to adjust the bulbs somewhat. Now remove the bowl with the floating corks into a shady corner. Here they may remain for some weeks, during which time the bulbs will send out quantities of roots. The water in the bowl should be changed now and again, or to save this trouble a few pieces of charcoal may be put into the water. When the shoots are growing well, it is time to bring the bowl out into a well-lighted position in a warm room.

Two ways of hiding the cork in the floating gardens may be adopted. Grass seed sown thickly on the damp surface of the cork soon grows, or some bits of bright green moss look very pretty. The little gardens will come on very rapidly and it will not be long before the bulbs are out in full bloom.

FIRST HAND NATURE STUDY

Nature study classes always seemed responsive to my enthusiasm until I came to one botany class. One afternoon I heard no text assignment, but took the class for a walk. When we returned to the schoolroom, fresh and interested, I announced that I expected them to outline each chapter of their botany textbook, through the term. The outline must be written with pen and ink in a durable book. Neatness, grammatical and rhetorical correctness, and number of examples, illustrations, and specimens would count in the grade. The plan worked. They became enthusiastic. In winter we took walks to get specimens of local evergreens, to study sleeping plant life, stem systems and frame-work, leaf articulation, winter buds, and even the ages of trees. The boys were very much interested in the last. The pupils secured specimens from distant places. They studied house plants, and experimented with clippings. Then came the opening of the tree buds and the earliest flowers. Textbook and outline book were laid aside. Each pupil procured a book in which to paste wild flower specimens (the winter specimens were pasted on cardboard). Two members of the class had one hundred sixteen wild flowers each—not all duplicates. All but three had over one hundred; none less than fifty.

NATURE CHARTS

Small children take much interest in making charts. In the fall ask them to gather seeds, grasses, vines, milkweed pods, nuts, berries, acorns, pretty colored leaves, anything connected with the month you wish to illustrate, and bring them to school, depositing them in a box provided by the teacher. On large sheets of white cardboard have several of the older children print in large letters the name of the month. This should be done with colored wax or chalk crayons, in fancy letters or plain, using colors to suit the season. Form a border of autumn leaves around the name of the month. Each child can paste little strips of paper across the ends of the stems, using library paste, thus holding the leaves securely. Put the paste on each end of the strip and fasten down over the stem.

Fill in the border with seeds and grasses, and cover the entire surface of the cardboard with the contents of the box. The teacher may suggest the position of the larger nuts, milkweed pods, goldenrod and other features. A few minutes' work at the

end of the week completes a chart for the month, each month having different pictures, plants, etc. The charts may be taken down at the end of a season, but it is very interesting to see them all on the last day of school, as a part of the exhibition.

INSECT COLLECTION

By framing insects under glass they are available for future study. This is much better than preserving them in alcohol, which destroys the beauty of some very delicately formed insects, moths, for instance. It is very easy to frame them if one is careful. Cut a mat of pasteboard the size of your frame. Cover this with two layers of medicated cotton. Crush moth balls into a fine powder and sprinkle the cotton generously with it. This is an excellent preservative. Then carefully arrange the insects upon the cotton. It delights the children to write the name of the collector upon a narrow slip of paper and paste it below his insect. Now carefully lay on the glass. The insects sink into the cotton and are held in place. The cotton makes a beautiful background, especially for the brilliantly colored butterflies. All that is left to do now is to place the frame in place, cautiously turn all over and tack in the back, which is made from thin backing. The frame may be one from an old discarded picture if it is deep enough. The plain oak frames are the most desirable. This collection is not only a chart and decoration for the room, but an excellent production for the spring exhibit.

DESTROYING TENT CATERPILLAR EGGS

Our school, which is a two-room building employing two teachers, chose sides one fall for a contest in gathering apple tree twigs holding clusters of eggs that would hatch into the tent caterpillars or apple tree worms in the spring. Each side was under the leadership of a captain, and the contest was to last five weeks.

On each Friday an estimate was made of how the two sides stood in the contest, by each child's bringing in the result of his or her work for that week. At the end of the second week, in the primary department alone, numbering thirty-three children, one side reported over 11,000 clusters of eggs, and the other over 12,000. As the weeks went on, eggs became decidedly more scarce in the neighborhood, and the findings decreased each week. Wild cherry trees and hedgerows were legitimate sources of supply.

At the close of the contest the winning side had collected over 37,000 nests or clusters, and the losing side 33,500. A twelve-year-old boy had the highest individual number—4,250. The findings of one boy on one trip numbered over nine hundred. This contest was remarkable in that it illustrated the children's zeal for community betterment, there being no incentive whatever for personal effort.

It will be seen by the results of the contest that teamwork spirit ran high in this school. The losing side gave a banquet to the winners at its close, when the twigs were all destroyed. Think what a contest of this sort means to a farming community, or even to towns and cities. The farmers of a community might well afford to contribute ten dollars or upwards for the winning side, the money to be used for school or library purposes. Also cash prizes for individual efforts would be very effective, as an incentive to personal work by the children; for instance, five dollars might be divided into three prizes for three children securing the highest number.

FIRST SIGNS OF SPRING

Every spring I write the names of the pupils as an index, on the first page of a common notebook. Each child and myself are given four pages in the book, on which we write "the first signs of spring" that we have seen, together with the date. It is a test for bright eyes. Of course the best observer is rewarded at the end of the contest.

MINIATURE GARDEN

We have derived much pleasure and profit from our miniature garden. We have a rockery, a duck pond, a summer-house, and a bower. The first requisite for such a garden is a wooden box, twelve inches broad, twenty-one inches long, and at least three inches deep. Fill this with soil. A diamond-shaped flower-bed is in the center of the garden, and tiny paths are outlined with little shells or pebbles. Grass that grows around the bed is kept short. The bower is placed at the entrance of the garden. The rockery is piled up at one corner and along one side of the garden. Vines, mosses, and nasturtiums grow well here. The duck pond is a little oval dish filled with water and containing tiny celluloid ducks. Bits of shrubby things are planted around the edge. The summer-house is made of heavy paper with a circu-

lar roof of brown. A plantation of small orange trees surrounds this. These trees were grown from orange pips and "planted out" in the garden when about four inches high. We have toy tools for weeding and raking in the garden, and a tiny watering can is the delight of the children. A very small broom is used to sweep the path.

AQUARIUM MADE BY PUPILS

Our aquarium is the product of our searches in the creeks for tadpoles, minnows, snails, small water snakes, crabs, etc. Often a battle royal which ends fatally is waged within its confines. The tadpole and toad spawn can be readily found in still water, and if they are kept in spring water in a jar, with some plant life to make oxygen and thus sustain life, they are interesting objects to watch. To see the tadpole grow from the little black dot in a cell enveloped in jelly, to a good sized taddy, to watch its legs appear and its tail disappear, and the whole shape of its body change, is an interesting way to bring nature into the schoolroom.

GERANIUM CULTURE

Don't despise the patient and long-suffering geranium. Give it a place in your sunniest window, give it water only when the soil looks dry, give it fresh air and a low temperature (55 to 60 degrees), give it a little bone-meal occasionally, and it will reward you for your trouble.

EFFECTIVE WINDOW BOXES

I have only one sunny window, but I made the best of it. I secured two long narrow boxes about six inches deep. These I painted dark green and placed end to end on the window sill. I covered the bottom of each box with broken pottery and stones, these in turn with a layer of fibrous rooty material scraped from the backs of sods, and filled the boxes with loam from the school garden. In the center of each box I planted sweet peas, and around the sides, mignonette. The children took turns in watering the boxes and were filled with joy when the first tiny shoots appeared. Soon the sweet peas were clambering high on their trellis of green string, and the mignonette began to droop over the sides of the box. It was not long before the first blossoms appeared, and from that time on, the whole winter through, the window was a perfect bower of fragrant bloom.

GERMINATION OF SEEDS

We have been making some very interesting and instructive studies in the germination and growth of seeds. In our first experiment we placed a thick layer of ordinary cotton on a dinner plate and poured water on the plate until the cotton was saturated. We then sprinkled rye over part of the cotton, wheat over another part, oats over a third part, and grass over the fourth. These we watched from day to day, noting any changes and the time of such changes. We saw the first tiny rootlet peep out from the larger or stalk end of the grain, the little pale green stem shoot upward, and other rootlets push out and feel their way into the cotton. We noted the forming of the typical fibrous root, the twist and curves the root made to turn downward, in whatever position it was germinated, and the bending of the stem always to the light.

We next fitted a shallow box with loose mellow soil and planted peas, beans and pumpkins. How anxiously we watched for the first plantlet to pierce the soil! The first to appear were Madame Bean and her family. They first pushed their arched necks through, and finally lifted their cotyledons nearly two inches high. They had been very busy underground, for peering down between the plump cotyledons we discovered tiny leaves already formed, ready to be pushed outward and upward.

We found the Pea family entered life in a somewhat different way from the plebian Beans. They did not lift their heavy cotyledons out of the earth, but straightened their gracefully arched necks and seemed to say, "Watch me if you wish to see a beauty!" We found the seed peas still attached where the stem and roots join near the surface of the soil.

Then the Pumpkin cousins! Their coming was similar to that of the Beans, but often they wore their curious hoods fashioned from the old seed covering. This shell sometimes pinches tightly over the cotyledons and threatens the life of the young plant. But Mother Nature has prepared for just this difficulty. First the root grows out of the small end of the seed and usually splits the shell part way, but not far enough for the escape of the plant. So Mother Nature develops a peg or wedge on the under side of the seed, at the side and point of opening, which presses against the seed coat and helps split it. Now the stem grows and presses against the other half, and so the coat is pried apart and the plant escapes.

EGG-SHELL GARDENS

Try egg-shell gardens. Fill the shells with soil and plant the seed therein, later thinning to one plant for a shell. Set them in an egg case and place in a sunny window—not too sunny or the plants will grow up tall and spindling and without strength. The long, one-dozen egg cartons will stand nicely on window sills. When each plant is large enough, break the shell slightly, without removing it, and set out the plant in a bed previously prepared in the school yard.

BEAUTY AND PATRIOTISM

We are interested in the Village and School Improvement idea. We are making a hedge of native shrubbery at the rear of our building. We have wild honeysuckle, wild plum, and holly. We are planning to add the beautiful dogwood, red-bud, and flowering ash. Wistaria and southern smilax are growing on the old dead oak tree, and yellow jessamine will follow. In each section of our country there are many beautiful vines and shrubs, which could be used to advantage if teacher and pupils would interest themselves. There is a patriotic "love-our-country" idea involved that might be combined with other lessons in patriotism.

GLOBE OF BERRIES AND MOSS

Last year I bought a goldfish globe about eight inches in diameter. I gathered soft green moss from the neighboring woods, using a long-bladed knife to slip under the plants to a depth of about three-quarters of an inch. This removed enough soil with the moss to keep it fresh and green. I then lined the globe with the moss, placing the green part against the glass. Small green ferns of many varieties and partridge vines with their brightly colored red berries were arranged in the vacant space in the globe.

After lightly sprinkling the plants with water, a piece of glass cut to fit the top of the globe was placed over it. The globe was then set on a little table near a sunny window in the schoolroom and was a source of great interest to the children during the cold months. No care had to be taken of it, as the glass cover was never lifted during the whole winter. The ferns grew and filled the globe; grasses sprang up as if by magic, and a hepatica, which had been accidentally taken up with the ferns, blossomed late in January.

GROWTHS IN JARS

Take a pint glass jar and fill it almost full of water. Take a thin layer of cotton and cut it to fit, and place inside the jar on top of the water. Sprinkle six or eight grains of wheat on the cotton and then place another thin layer of cotton on top of the seed. In a few days the pretty white roots will penetrate the lower layer and the green shoots will force through the upper layer of cotton. Rice, oats, parsley, etc., may be used in other jars. Another glass jar may be almost filled with water and a sweet potato be placed half in the water and half above the top of the jar; a roll of cotton may be used to keep the jar from bruising the tuber. Within a few days the roots will start, and within a week the green leaves will begin to show. The vine may be fastened with staples to the wall and it will often grow twenty feet long. Water must be replenished in every jar when it is necessary.

LEAF BOOKS

In the fall study leaves and the trees from which they come. Give each pupil an old magazine in which to press his leaves. Have outline pictures of leaves on the board. Take some time each day for identifying the leaves brought in by the children. Encourage them to collect only the leaves with which they have become familiar. Teach new leaves often enough to keep them searching for material. Take some rainy day for the delightful work of mounting the leaves. The mounts may be made of bogus paper. A few dots of glue on the back of each leaf, a strip of adhesive paper across the stem, and your leaf is mounted. The name of each leaf should be printed beneath it. These separate mounts fastened together and supplied with an appropriate cover make attractive books.

NATURE STUDY BOOKLETS

We make booklets for each division of our nature study, as Weeds, Animals, Birds, Grains, etc. We fold large sheets of drawing paper and fasten them with narrow cord or ribbon, making one booklet for each division. For weeds we print "Weeds" in large letters on the cover and make a colored sketch of some well-known weed. On each right-hand page we draw the weed to be studied, and on the left page write the description.

HANGING BASKETS OF OATS

Take little paper cornucopias or baskets and line them with oiled paper, which the children can obtain from cracker boxes. Fill with loose light cotton, sprinkle with water, and place a small handful of oats near the surface; the oats will sprout and make very pretty and odd hanging baskets. One may be hung in each window. Have the children decorate the baskets with simple designs, and assign the task of caring for the baskets to the pupils. New ones should be made every two weeks after the first seeds are well sprouted, as they do not live long. Keep the cotton very moist.

HANGING CARROT

Our hanging basket is made of a carrot. Take a carrot that has been in the cellar all winter and has started to grow. Cut it off six or eight inches from the top. Hollow out a little of the middle, put a nail from one side to the other, tie on a string, hang it in the window, and keep it filled with water. Now watch it grow and you will enjoy it.

CIRCULATING BULBS

When our bulbs began to bloom we decided on a novel plan for "circulating" them. Every teacher in the building was allowed two blossoming plants in her room, but at the end of every day she must exchange one of them with another teacher. In this way each plant remained in a room two days.

GATHERING NESTS AND MOLDING EGGS

All children love nature, but those who are constantly in touch with it sometimes do not appreciate it. I inspired my pupils to study the birds. They gathered last years' birds' nests in winter and early spring, and as the birds began to come back watched them closely. I arranged the nests in twigs and grasses in the schoolroom windows. When some pupils had seen a nest resembling one of ours he watched to see what bird belonged to it, and what kind of eggs were in the nest. I then gave the pupils a picture of this bird to paint. The bird picture was placed by this nest. With salt and flour mixture (two parts salt to one of flour and water), they molded eggs of the proper size and, after drying them, painted them with water colors the color of this bird's egg.

STUDYING BIRDS AT CLOSE RANGE

We have a window on which is placed a trough of bird feed, a wash basin where the birds can take their baths, and a shallow basin in which is kept fresh drinking-water. By a study of bird charts we are able to attract the kind we wish to study by giving him the food he likes. As a result of our feeding and caring for them, the grove of trees in our school yard is alive with beautiful song birds.

AUDUBON SOCIETY

Five years ago we organized an Audubon Society in our school for the purpose of becoming better acquainted with the birds. We study their habits and usefulness to the farmer. We protect them, and try to teach others why they should be protected. We construct bird-houses. There are few birds in our vicinity that are not recognized by our members and loved by even the youngest of them, and fed by them through the cold days of winter.

The society meets once a month. Business is transacted and a program rendered. This program is arranged by a committee of three appointed at each meeting. Recitations, compositions, instrumental duets, solos and bird songs make up the program. We elect a president, vice president, secretary, and treasurer. Dues of one cent are charged. This money is used for a subscription to a bird magazine. Bird buttons are the badge of the society, and though they cost only two cents they are much prized.

SUGGESTIONS FOR BIRD STUDY

We use crepe paper for bird study, illustrating eighty birds in natural colors and characteristic poses. These are some of the ways we use the material.

1. Cut out and paste on the blackboard for a decorative border. Birds are pasted on trees, fences, telephone poles and wires.
2. Calendar for the spring months. The bird is pasted on the date on which it was first seen.
3. Each child may choose his favorite bird and use it pasted on a book cover for language or nature study.
4. On a rainy day which necessitates an indoor recess, each child has a bird pinned on his back. The other children tell him the color, size, and habits of the bird and he guesses its name.

5. Mount on uniform sized paper and place six or eight sheets on the blackboard ledge. The children note the arrangement and close their eyes while you rearrange the birds. See who can change them to their former position.

6. As models for the regular drawing lesson, or copies for a busy work period.

WREN HOUSES

A chalk box is just the right size for Mrs. Wren's home. If the cover of the box has been saved, any child can cut a corner out of the lid just large enough to admit a wren but too small for a sparrow. Tell the children that three-quarters of an inch square is the exact size for Mrs. Wren. Have this entrance cut in one of the corners opposite where the lid slips in. The box may be nailed up and then the cover slipped in from the top. The reason the lid should be slipped in from the top is to prevent the wind from blowing it out.

The house is now ready to be rented, and I'm sure a song every morning is good rent. Here is a poem that may be taught in connection with wren housemaking:

The house-wren likes a wren house with a very tiny door,
Just the size of a quarter, and not a half inch more.
The sparrow's a poor neighbor for wrens; I've heard folks say
If you build a house for wrens you'd better build it house-wren
way.

FIVE SOIL CARDS

In teaching grades of soil I find this method very helpful: Provide five sheets of paper, a coarse and a fine wire strainer, a piece of cheesecloth, a piece of muslin, a wide-mouthed bottle, and a quantity of sand. Spread the paper before you and gather the class around the desk. Put the sand into the coarse strainer, and sift on the second paper. Turn the fine stones left on the first paper and explain that this is gravel. Next sift the sand on the second paper through the fine strainer. The soil remaining goes on the second paper and is labeled "Coarse Sand." Now the sand goes into the bottle; tie the cheesecloth over the mouth, and the soil that fails to come through goes on the third paper and is labeled "Fine Sand." Then substitute the muslin for the cheesecloth to obtain "Clay;" the fine dust that sifts through is "Silt."

After the class has watched this experiment, provide pieces of cardboard five by three inches, and have each draw five one-inch

squares. Cover the squares with glue and sprinkle with the different grades of soil. Write the name under each kind and you will have some interesting and instructive cards.

CHART OF WORM-EATING BIRDS

It will interest children to make a chart showing a table of birds that eat worms, and the extent to which they do this, thus:

cuckoo	100 %	kingbird	90 %	thrush	63 %
chickadee	99 %	phoebe	88 %	robin	50 %
wren	98 %	bluebird	75 %	catbird	44 %
oriole	94 %	woodpecker	75 %	blue jay	24 %

The names of the birds may be arranged as around a table and circles placed before them, to represent plates, marked with the percentage.

AID IN TEACHING AGRICULTURE

We rural teachers often find it difficult to get material with which we can teach agriculture to our larger boys. My girls' sewing class made a bulletin holder of heavy white canvas sewed with heavy red thread. It contains ten pockets, each ten by eight inches. On each pocket is sewed a topic name: Potatoes, Corn, Alfalfa, Wheat, Chickens, Oats, Clover, Rye, Boys' Clubs, and Hot Noon Lunch.

I choose one of these topics for our Friday's lesson. For instance, corn is to be our lesson. I tell the boys to look through their farmers' magazines at home and cut out anything of interest that pertains to corn and insert the clippings in the Corn pocket the first of the week. These I classify on Thursday nights and give one to each of the boys to read and discuss the following day. The first article read pertains to the selection of seed corn, the next to the planting of it, the next to the growth of it, the next to its maturity, etc.

The boys each brought the best corn they could find. We discussed the good and bad points of the ear as a whole. We examined the kernels separately. I had previously sent for samples of corn products. These were in uniform sized bottles, tightly sealed. We examined these closely, and the children were surprised to find that not only cornstarch but corn oil, corn oil cake, corn syrup, corn sugar and many other articles were made from the little kernel of corn.

SCHOOL GARDENS AT HOME

I could not see my way clear to have a garden at school, so I asked the children if they would try to have gardens at home which I would visit, and every week they could report how the gardens were doing. To my surprise and delight, every child planted a garden plot. They took great pride in making reports and later, in bringing samples of their products to school. They wrote compositions about some of the vegetables before we studied them, as I wished to see what they had learned from observation.

CONTEST THAT WON A PRIZE

My boys and girls engaged in a contest during the fall months. The girls gathered seeds, which they put into vials, and the boys collected specimens of bark. A cord was wound round the groove on the neck of each bottle, and a darning needle used to fasten the cord at the back of a large sheet of bristol board. The name of each kind was written below. The specimens of bark were glued to another bristol board and labeled. Our seeds won the prize at the county fair.

BEAUTIFYING THE SCHOOL GROUNDS

We have decorated our yard with flower beds of different shapes, stars, circles, and squares. Around the edge of these beds we have placed stones of different colors. We have a climbing cucumber vine growing all around our coal shed, which will in time entirely cover it and make a beautiful background for the playground.

SCHOOL GARDENS

A neighbor boy ploughed a plot of ground next to the fence in the school yard, eighty feet long and ten feet wide. We divided it into individual gardens, each eight by ten feet. During the noon hour, and after work was finished, the pupils worked on the ground, spading and leveling the soil. They carried uniform sized stones and marked off each garden. Along the fence we planted sunflowers, and in front of them marigolds, nasturtiums, and other flowers. Each pupil brought seeds of the vegetable he desired to grow. We planted lettuce, radishes, carrots, beets, and other table vegetables. During the dry weather the pupils

watered their plots, and when the weeds began to come they carefully pulled them out.

In the last month of school I gave each in the class five extra points in agriculture, first extracting from each pupil a promise to watch the garden during the summer months. In September we gathered the best of each garden and exhibited the products in a corner of the schoolroom. During that month the boys brought fertilizer from a neighboring farmhouse. At this point we studied the chemical fertilizers and compared them with manure, wood ashes, and dead leaves.

HOME GARDEN EXHIBIT

In the fall before the frosts set in we had an exhibition of home garden products at the schoolhouse. The children brought pumpkins, watermelons, cabbages, carrots, and many kinds of gourds. Marigolds, pansies, asters and nasturtiums were arranged in vases. Prizes were awarded. The parents and friends of the children flocked to the schoolhouse to see the display.

TESTING SEED CORN

When we test seed corn I bring model shaped ears of corn to school and teach the pupils how to select the proper shaped ears and the kind of stalks from which these should be taken; also the time of year for selecting the seed. The care of the seed after being gathered should be properly emphasized. We know that the best looking ears are not always the best for seed. A test for the germinating powers should be made.

A few grains from each ear should be tested for this fertile germ. A test bed may be made of a box several inches deep filled with good, moist dirt. This should be divided into little squares by placing strips of cardboard edgewise in the dirt, so as to make the squares the desired size. Each square should be numbered; the ears should be numbered to correspond to the squares, and the grains from each ear planted in their numbered squares. Keep the dirt moist and moderately warm by leaving the box near the stove at night and, if possible, by placing it in the sunlight in the daytime. Under proper care, in a few days the fertile germs will sprout; and the dead germs will possibly decay. The ears from which the fertile grains were taken should be selected for seed ears. The others should be rejected.

Some of the seed selected should be planted in the spring. Let the pupils report or exhibit the corn at school the next year.

This test is practical and can be tried either at home or at school. If a contest could be aroused between neighboring schools for the best production of farm products, we might have better, and probably more efficient farmers.

DOMESTIC SCIENCE

MENU FOR ONE MONTH

IN OUR school are ten girls large enough to take the cooking course. Five girls assume charge of the hot noon lunches for a week. One girl is housekeeper, two girls cook and serve, and the other two wash dishes on alternate days. The children sit in their own chairs to eat. The lunch is ready at noon and the work in the kitchen is usually finished by 12:30, so that the girls have plenty of time for play. The recipe for the day is given to the housekeeper with necessary instructions. She gives the recipe to the other girls and they are left to themselves to do the best they can. This plan develops responsibility.

While the five girls are cooking, the other five are sewing. The material is brought from home, the work kept in the desks, and they sew in their spare time. The problems are simple and useful, such as sewing-bags, holders, aprons, darning, mending, etc. The children bring from home nearly all of the materials needed except flour, sugar and oil. Following is a menu for one month:

First Week—

- Monday—Mashed potatoes.
- Tuesday—Johnnycake.
- Wednesday—Baked custard.
- Thursday—Apple sauce.
- Friday—Rice pudding.

Second Week—

- Monday—Mashed turnips.
- Tuesday—Sponge cake.
- Wednesday—Macaroni.
- Thursday—Fish chowder.
- Friday—Oatmeal

Third Week—

- Monday—Creamed carrots.
- Tuesday—Stewed prunes.
- Wednesday—Baked potatoes.
- Thursday—Gingerbread.
- Friday—Corn soup.

Fourth Week—

Monday—Scalloped potatoes.

Tuesday—Creamed cabbage.

Wednesday—Vegetable hash.

Thursday—Cream of wheat.

Friday—Tapioca pudding.

The cost usually averages from two to three cents a day for twenty to twenty-five children.

EQUIPMENT FOR COOKING AND SERVING

The following equipment for lessons in simple cooking has been found satisfactory:

COOKING EQUIPMENT

Two-burner blue-flame oil-stove with oven	\$8.00
Coffeepot	.20
Dishpan	.20
Wire sieve, fine	.10
Wire sieve, coarse	.10
Frying-pan	.20
Egg beaters	.20
Dustpan	.20
Baking dish	.20
Measuring cups	.10
White bowls	.20
Wooden spoon	.03
Quart cup	.05
Quart saucepan	.10
Gallon saucepan	.25
Square cake tin	.10
Soap shaker	.05
Muffin tin	.10
Cake tin	.10
Garbage tin	.10
Milk pan	.10
Paring knives	.20
Tin bread pan, 4x5x8	.10

 \$10.88

SERVING OUTFIT

Six cups and saucers	.50
Six plates	.50
One flat dish	.15
Six teaspoons	.25
Two tablespoons	.10
Six knives and forks	.50
One cream pitcher	.10
One sugar bowl	.10
One tablecloth and six napkins	1.50
Six glasses	.20
Two salt shakers	.10
One tray	.05
	<hr/>
	\$4.05

OUR COZY KITCHEN

Our kitchen is a corner of the room curtained off. It contains a small table and a coal-oil stove. The shelves formerly used for the girls' lunch boxes answer for our cupboard. There are two windows in this corner, and these and the cupboard are made dainty by white curtains.

MOTHER GOOSE QUILT

One day the thought of using Mother Goose patterns in a quilt was suggested to me. I secured some unbleached cotton cloth and cut it into rectangles, 10 by 14 inches. With the aid of carbon paper the pupils transferred the patterns to the cloth. We made thirty blocks. We outlined the pictures with red tambo, using a chain stitch. Great care was taken to fasten all ends securely. An offer of a prize for the best block was an incentive to good work.

After the blocks were done and laundered, I had them stitched together. Six sheets of cotton wadding were used for an interlining and plain unbleached cotton cloth was used for a back. A plain six-inch border was put around the quilt. This was finished with two rows of stitching in white. The blocks were tied with red tambo, with tufts of white worsted.

The quilt was placed on exhibition and occasioned much praise. Later we presented it to our superintendent's little daughter.

MOTHERS AND FATHERS TEACH

Our mothers take a good deal of interest in the girls' sewing class, which meets once a week for an hour that is taken from the regular school time. The girls are taught the different stitches and they make aprons, towels, hemstitched handkerchiefs, and simple garments. Most of the sewing, however, is home work. The mothers superintend it, and they are as much interested as the girls.

The fathers become interested in superintending the boys' work in manual training. A few come to school and give instruction in the use of the different tools. The mothers come, too, to watch the girls sew.

SEWING PROBLEMS

1. Pincushions made of linen, towel cloth,—whatever the pupils have. We sketched original designs of cherries, peaches, apples, forget-me-nots, daisies, and pansies on the cloth cut about five inches square. These designs were outlined with silk or crochet cotton. We sewed one of these squares and a plain square together and stuffed with lint cotton. The border was made of lace, fluted ribbon, or hemp rope of various colors.

2. Penwipers. Two pieces of tan linen, oval-shaped, with scalloped edges and a forget-me-not design worked out in colors, served as covers. The pieces for wiping were of felt or flannel. All the pieces were sewed together and a bow of ribbon was tied at the closed end.

3. Working or sewing bags made of linen with a flower design worked in them.

4. Small working aprons made of tan linen.

5. Book-marks of oval and oblong shapes made like the covers for the penwipers.

6. Pincushions of walnut shells stuffed with cotton and covered with satin or velvet of different colors.

7. Center-table covers made in round and oval shapes.

LITTLE PEOPLE'S QUILT

To satisfy the children's desire to make something really useful during the handwork period, I let my first grade pupils make a quilt. I bought seven and one-half yards of dark blue gingham and cut it into forty-two blocks. On each block I drew a picture

which the children outlined in white silk. To make the work easier I asked them to bring their mothers' embroidery hoops. The pictures were all different. There were sunbonnet babies, overall boys, animals, birds, bicycle, engine, Dutch windmill, and Mother Goose illustrations with part of the rhyme in print. Each child worked his name on his own block. The children then sewed the blocks together. This proved a harder task than the outlining, but after I had pinned the blocks together and had drawn guide lines, they did nice work. The longest seams were sewed by pupils who had done exceptionally well in other school work.

ARTICLES FOR EXHIBIT

For two successive years our school has taken the prize for handwork. We have made raffia work-bags, raffia cord-balls, dolls' bonnets, and covered coat-hangers. The girls embroidered bureau-scarfs, towels, pincushions, and doilies. Older pupils made children's dresses, embroidering the neck, sleeves, and belt. One little dress was decorated with featherstitching. Several made necklaces of cornstarch beads of different shapes and colors, and the boys made small reed baskets. The money for these supplies was earned by a soap order, and after the exhibition each child kept what he had made.

CANDY IN A PAPER PAN

Get an eight-inch square of glazed paper and four pins. Very carefully fold in an inch margin all the way around the paper, mitering the corner with the folds on the outside. Fasten these folds in place with the pins. Now we are ready for the cooking.

We must work quickly if we wish to be successful. Take six tablespoonfuls of sugar and to this add two tablespoonfuls of water and one tablespoonful of equal parts of water and vinegar. Put this on the stove, but be careful that the top is not too hot. Very soon your syrup will begin to boil. Watch it carefully and do not let it get too brown. When it spins a good thread, remove from the stove and add flavoring, and nuts if you wish. Have a dish ready with a little cold water in it. Set your pan of candy in it just long enough to loosen the paper. Unpin the corners and remove the paper. You will find that you have a lovely six-inch square of candy.

MADE MIDDY BLOUSES

While I was attending Columbia University this psychological fact impressed me: "There is a great difference between making something useful and hunting around to find a need for it, and needing something useful and making the article to fill that need." The girls in our public schools feel the need of some article of clothing, and then make the garment needed, thus placing sewing upon a firm psychological basis.

The eighth grade girls of our system decided to have a uniform dress for graduation. The middy blouse and simple white skirt seemed to be the best. The need, therefore, with the class, was this uniform. At the beginning of the year the girls were taught the simple drafting. Later, the use of commercial patterns was taught. During the last part of the year each girl cut and made a middy blouse for graduation.

MANUAL TRAINING

COOPERATION OF MERCHANTS

“SIMPLE Toys That a Child Can Make,” by Martha Feller King in Normal Instructor-Primary Plans, delighted my children, but we lacked that essential commodity, money, to purchase the material. My home is in a small village. When I went home from school one night I made the rounds of the merchants and secured many thin board boxes and promises of others. For an hour on Friday afternoon my boys whittled and measured. The time was all too short. We used the nails that were in the boxes to put the completed work together. In a few months every boy had an automobile, goat and cart, bird, and cradle. They were given paint at home, and at noon they painted.

TOYS THAT WERE GIVEN AWAY

When interest began to flag I sent for a small manual training outfit. For wood we used dry-goods boxes, grape-basket lids, etc. The pupils made bears, goats, pigs, wagons, etc., fastening the jointed animals together with small cotter pins such as are used in automobiles. When they finished them, they varnished them. Many of these toys were given to friends at Christmas.

MANUAL TRAINING IN A SMALL SCHOOL

“How do you do it?” “When do you get the time?” “How do you secure the necessary material?” Such expressions are often heard concerning manual training in the rural school. We have solved the problem to some extent in our one-room rural school of twenty pupils.

We secured our material with entertainment and premium money. Last year we used a board, a saw, a hammer, a ruler, pocket knives, nails, sandpaper, paint, and varnish. The total cost was \$1.75. This year we have added another board, more varnish, sandpaper, screws and a rasp. The total cost for the two years has been \$3.10.

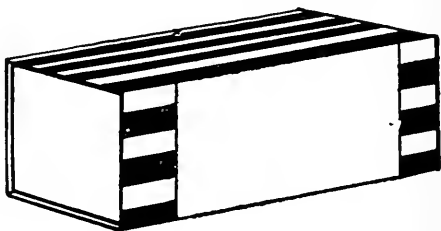
The work we have done consists of bird-houses, shelves, necktie-

racks, toy banks, match holders, whisk broom holders, and comb cases. We sandpapered cigar boxes, stenciled designs on them, traced the designs with crayola, and varnished them. They make excellent handkerchief boxes. We also planed, sandpapered, and varnished our thirty-year-old desks, which not only improved the appearance of the room but saved the district many dollars.

Last year only the larger boys were interested, but this year every boy in school has made something. Most of the work has been done during the intermission periods. Some school time was taken, and some work has been done at home.

MATCH BOX WRAPPER

A wrapper for a match box may be made entirely of paper. It requires accurate measurements and cutting. Cut a strip of heavy paper $2\frac{1}{4}$ in. wide and fold it around a box of safety matches, allowing an extra fold over the bottom for pasting. Cut out the sections over the sandpapered sides. Mark the edges and use this paper for a pattern. Allow $\frac{1}{4}$ in. edges to fold, and $\frac{1}{8}$ in. edges with mitred corners for the sandpapered sides. Paste and put under a weight until dry to prevent the paper from warping. A decoration formed of $\frac{1}{8}$ in. stripes may be added in contrasting color. No lining paper is required because the case is pasted on and forms a part of the box.

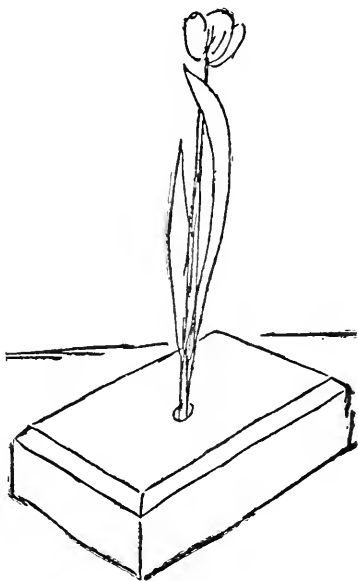
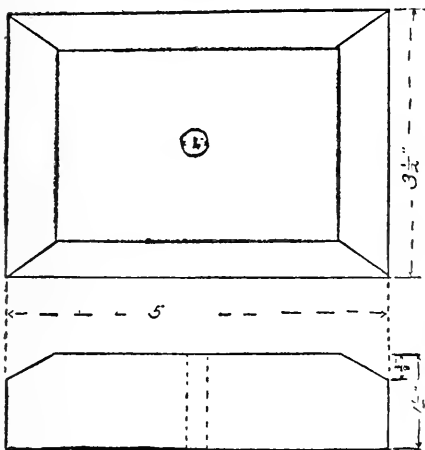


BLOCK FURNITURE

Block furniture is easy to construct and it is much more durable than the hollow furniture made entirely from thin wood. If you cannot get blocks at very little cost, purchase a few feet of $2'' \times 2''$, $2'' \times 4''$, $2'' \times 6''$, $2'' \times 8''$, and after the pupils have planned their work on paper, get some of the larger boys to saw off pieces of the desired size. A few discarded small tin cans can be converted easily into tubs, buckets, and other utensils to make housekeeping real. Large wooden button molds make very good wheels for wagons, trains, automobiles, and other transportation vehicles.

BLOCK TO HOLD FLOWERS

As a substitute for vases to hold flowers, or plant sprays to be used as models for nature drawing, the block here illustrated is very useful. It may be made from any kind of wood, and the manual training class can easily supply a complete set in a short time. The size may vary, but the dimensions here given, 5"x3½" x1½", are as large as is advisable.



The hole through the middle of the block should be made $\frac{1}{4}$ in. in diameter, and smaller stems may be held securely by wrapping them with a little tissue paper. It adds to their appearance to have the blocks beveled as shown in the plan.

BOYS AND SAWS

When it came to teaching manual training I had no other preparation than what I had learned watching my father on the farm, when I had been called upon to handle the hammer and saw with the lighter work. I suggested that the boys get a few tools, but the idea did not take, so I purchased a hammer and a small block plane, and asked one or two of the larger boys to bring saws

from home. Then I told them what boards they would need for the first problem, a sleeve board. After the first Friday afternoon, when they began to realize the joy of really making something by themselves, they needed no urging to take hold of the work.

In cutting the round ends of the sleeve boards, they learned what I was waiting for them to find out, that they could not saw in a circle with a large saw. I suggested that each boy buy a small coping-saw, priced at twenty cents. They could not get them quickly enough. We use them for all sawing, even of the heavier pieces of wood. We have made, besides the sleeve boards, coat-hangers, tabourets, book-shelves, magazine-stands, flower-boxes, and hurdles for the boys' hurdle-races.

One large factor in the success of the class was the small expense connected with the work. Nearly all of the boards used were the sides of fruit boxes, and such wooden cases as are to be found lying around on most farms. The saws, sandpaper, and stain were all that we bought.

While this class was in session on one side of the room, the girls had sewing on the other side, and the little ones had clay modeling, but so fascinating was the wood-working that the girls wanted to be in that class instead of sewing, and the little ones could scarcely stay in their seats. Every one of my pupils thoroughly enjoyed Friday afternoons.

RULES FOR BENCH WORK

One day one of the boys came to my desk at noon and asked me if I could take an ordinary jackknife and carve a chain (the links to be intact) from a single piece of wood. I admitted that I could not. Then, before the rest of the school, and with eyes beaming in youthful triumph, he displayed a small chain, three links in length, that he had cut from one piece of soft wood.

Needless to say, for the next week every boy had a jackknife and spent his noon hours and recess periods making wooden chains. But pretty soon chains became out-of-date. New things were under construction, and the desideratum was to produce something the other boys had not thought of. At first I was merely a spectator, but as things developed it became more and more apparent to me that such aggressive eagerness under proper direction should operate for the boys' good and possibly to their material benefit.

In one corner of the schoolroom a bench was fitted up with a

vise and its usual appurtenances. Much of this was furnished by the boys, whose fathers seemed quite willing to lend them an occasional tool from the farm workshop. I spent a small sum and contributed a few essentials. Then I outlined a system of procedure that was to govern us in our work-bench endeavors.

The first law was that the bench and that particular corner of the schoolroom was to be kept scrupulously clean. Shavings and debris had to be carefully cleared away before the bell rang at each noon. The next precept was that each boy was to have a turn at the various tools, or at any particular part of the bench, the vise, for instance. Fifteen minutes was the limit of time that any one could hold a place or a tool, then in prescribed order it fell to another.

The next step on my part, as chief director, was to give the boys a list of things to make. I exercised care in selecting things that would call forth their ablest endeavors and at the same time serve a practical end when completed. Each boy was required to furnish the material for the things he chose to make.

The little plan was a huge success. Throughout the long winter months the boys were busily engaged on their pet enterprises. Many of them made selections from my suggestive list, but some of them originated things of their own.

MUSIC

SCALE STORY

IN MY primary room I present the scale of music in a story form. Consider it as a family of eight, Mr. and Mrs. "Do" for the low and high tones; the lullaby tone of the good, gentle sister "Mi," who is quieting the little restless boy "Re;" the bugle-horn tone of the soldier boy "Sol;" the baby tone "Si," who is next to its mother; the tone of the crying lady "La;" and also the grand lady "Fa." Then by the listening to and associating it with some other sound and discriminating between them, I get first, pure sweet tones, but guard against chest tones, and can form a human scale of children by selecting one to give high "Do," another low "Do," another "Sol," etc. After this comparing and contrasting of sounds, let original scale songs follow. The rote singing and child-like simplicity go hand in hand.

SPELLING SCALE WORDS

Since I have tried this little device for drill in naming the letters of the staff quickly, the children have gained a great deal: I point to a succession of lines and spaces in such order that a word is spelled. I make such words as these: add; age; ace; bed; beg; bad; babe; bead; bag; face; fad; egg; dead; deaf; cab; cad; fag; gad; gag; cage; beef; fed; feed; dab; fade; aged; faded; caged.

WRITING WORDS OF SONGS

Once I taught in a rural school where song books were very scarce, and those we had were too badly torn to be of much use. Noticing several children copying songs during leisure moments, the idea came to me that I could provide some way of copying the words of songs we wanted to sing which would be interesting and also instructive. From a tailor's sample book I obtained large sheets of pliable cardboard. I gave each child a sheet, and he cut two boards about half an inch larger than the large sized

pencil and ink tablets. Each child brought wrapping paper and covered the cardboard. On the front cover I wrote in old English letters Song Book, and with water colors made the letters a darker shade of the color of the wrapping paper. With a harness punch we made two holes in each cover, and tied them together with ribbon. The bow was tied on the back cover, and when several pages were written the back cover was removed, the songs filed on the ribbons, and the cover replaced. We indexed them twice during the year. In order that the children might all have the same songs and write them neatly, I devoted two writing periods of each week to this, writing the song on the board to be copied.

DEVELOPING ABILITY TO SING

I think that we teachers, especially we in the country schools, should lay great stress on singing, both as an exercise and as a study. Often pupils in the country schools have no chance to develop or even to know if they have any talent for singing. When I began school, only a few of my pupils had ever tried to sing, and I saw that a great deal of work would be necessary before we could accomplish anything in singing. I drew the scale on the board, and began by having each pupil sing the scale by himself (as best he could), until he was familiar with the tones. I was surprised at the improvement after a little practice. We are now learning songs, but we always sing the scale before a song. Several of the parents have remarked about their children's singing at home, and seem as much pleased as the children.

LADDER DEVICE

A picture of the scale as a ladder is drawn on a large strip of cardboard, with the scale names placed on the rounds of the ladder and the numbers from one to eight placed at the side. The proper whole and half step distances must be preserved in this ladder. I stand before the card with a pointer and ask questions like: "What is up from *do*?" "Down from *re*?" "Up from *mi*?" "Down from *sol*?"—each time moving the pointer to the name asked. After this drill has been carried far enough, I ask the same kind of questions without the pointer, allowing the pupils to look at the card. It is laughable to see the children in their seats unconsciously pointing the answer out with their little fingers.

A still harder development of this idea is in turning the card

with its blank side towards the children and asking them to tell the names. They call this exercise "Seeing through the card," and they seem very proud to get the answers right. The children readily visualize the picture of the scale in this way, and have no great difficulty in reading the scale names up and down when later they are applied to the staff.

This idea is used in developing skips, by asking: "What is two steps up from *do*?" "Three steps down from *la*?" etc.

SCALE DEVICE

When we are learning the scale we play that we are visiting a new town, and pupils ask each other such questions as, "Will you direct me to the church on F street? or, "Can you tell me where to find the hospital (or school or opera house) on G Street?"

MUSICAL PROGRAM

Something quite new in my school was the "Musical Program" which the pupils gave one afternoon in the latter part of June. We selected the songs from any source where suitable ones could be found. However, all were appropriate to the season and vacation time. Some of the songs were sung by the whole school, some individually, and some by only four or six pupils. Several of the pupils had taken music lessons and they played a few pretty pieces, which added much to the program. We had studied some of the great composers, such as Mozart, Beethoven, and Mendelssohn. Papers were written telling simply the story of their lives; each paper teaching that "Perseverance will conquer" and that "Practice makes perfect." We invited the teachers and pupils of the other rooms to hear our program, so that the children might be sure of an audience.

MUSICAL STAIRWAY

If you have trouble in getting correct tones in teaching the scale to little children, construct a stairway. You can do this very satisfactorily by taking half a stick of chalk (holding it side-wise) and drawing it along the board for about three inches, then placing the chalk just above this and a little to the right, for a similar second step, and so on. You will need eight steps, of course, and you will need to remember that between three and

four and seven and eight there are half-steps. Using chalk of different colors makes the drill more attractive. Write the names *do, re, mi*, etc. Then begin the play of "climbing the steps." When the feat of going up two steps at a time and other similar feats can be accomplished, there will be genuine delight.

HOW TO MAKE NOTES QUICKLY

In writing music on the board, take a piece of chalk one inch long to make your notes. A note can easily be done in one stroke, by taking the chalk lengthwise between thumb and finger.

INSPIRING MOTION SONGS

My pupils love motion songs. Motions make a song that has lost its charm as spirited as at first. On Flag Day we sing a flag song for which every pupil has a flag. The words suggest appropriate motions. "The Star Spangled Banner," "Columbia, the Gem of the Ocean," and other patriotic songs thrill them anew when they are allowed to wave flags in time to the music.

SINGING THE SCALE

When tone-placing is well along, the scale, as such, is taught. Learning the scale names is a task by itself and, placing the name and tone together is another. In teaching what might be called the *tune* of the scale I use a variety of little "scale songs." These are some of them:

I love to see the bright sunshine.
I love to hear the birdies sing.
I love to go to school and read.
I like to watch the windmill go.

MARCHING TO NATIONAL AIRS

We all love marching, and as we have no piano we sing marching songs, using our national airs. We have really had better marching than ever before by doing it to the tune of "The Battle Hymn of the Republic," "The Red, White, and Blue," and others. Much patriotism has been developed among the little people by this means. If the children cannot remember the words to the verses, they hum them, but all are sure to sing on the chorus.

SCALE PRACTICE

My first task is to find out how many children can already sing, and how many are what are called monotones. There are comparatively few in the latter class, though there are many who have to be carefully trained in tone changing. These do not seem to hear that they are really singing *do, do, do*, while calling it *do, re, mi*. So tone placing has to be learned first.

I find it a great help to let the children play that they are away from home and that I as their mother am calling them. As I call their names, Lulu, May, Arthur, Donald, etc., I really sound *low do—high do*, or 1 and 8 of the scale. After calling a group of names in that way, I add the words "Come home," using the same tones. When the children are used to this way of calling, groups of them are placed in one corner of the room, or even in the hall, and the children in their seats call to them in the same way. Or one child in front calls another to come and stand beside him, that one calls a third child, and so on, until the entire school has been called.

To place the intermediate tones I sound different tones on the pitch pipe, saying, "This is the way the mill whistle—or the engine—sounds! See if you can make your voice sound like that." Imitating the siren whistle or the fire truck is excellent help in running up and down the tones of the scale. In all of these aids the children's minds are really on the *game* being played rather than on the music as tones, and that helps to get natural tones. A child who will say, "I don't know how to do it," when asked to imitate the teacher in singing the scale, will imitate perfectly the siren whistle, and after doing the latter a few times will see that he can do the former.

WHISTLING A STEP TO SINGING

In a small country school which I once taught most of the girls loved music, but the discords made by those willing singers who had powerful lungs but no melody were more than our nerves desired. Some lads showed plainly by every expression that the singing was disliked, though they helped all they could, while others would not even try. One rainy morning I suggested that the boys whistle the tune while the girls sing the words. Every lad straightened his shoulders and threw out his chest in a forceful way as if to say, "At last you have found something we can do."

The first attempts resulted in a babel of sounds, but by practice nearly all became good whistlers. This art being so easily learned, they became eager to learn to sing. Drills were given daily, which they first whistled, then sang. Their advancement was astonishing to myself as well as others.

CURING RESTLESSNESS

Do the children ever seem a little restless during the collecting of material at the close of a period? I find this plan works nicely with my pupils: Appoint a child or children to collect the required materials, and while they are doing this sing favorite songs. Soon everything is in place and all are ready for the next lesson on the program.

VOCALIZING "FINALS"

All teachers know how a music supervisor complains of the light accent given to many final syllables of lines. I have found help in this plan: I give to separate rows of pupils the care of syllables that are apt to be slighted, and in this way we have little trouble.

TEACHING NOTES

Many first year pupils learn to read music by numerals only. The following device is helpful at the time of changing from numerals to notes: Draw a large staff on the board, and where the notes should stand, place numerals that correspond to the notes, inclosing them in small circles. After the children have sung the exercise several times, fill in the circles and add stems, making notes, and have the exercise sung again

COUNTRY BOYS AND MUSIC

The singing period comes. Notice the boys. The teacher does not think that a boy can sing and he receives no encouragement from her. Even when the boy attempts to sing, he does not get it right; he sings an octave lower than he should and simply drowns the melodious voices of the girls. The boys roar in all sorts of queer noises and the conclusion is that there is no music in them. No effort being made to help them pitch their voices in the proper compass, they soon weary of singing, and are content to let the girls do it. More than that, they lose confidence in

their ability to sing, and decide for themselves that boys are not musical.

On the contrary, enter a schoolroom where the boys receive sympathetic treatment along musical lines. Hear them whistle; hear them hum the melodies; hear them sing. Their voices are sweet and clear; they always pitch their tones correctly. Listen to the little solo by one of them, and how heartily the other boys join in the chorus. In speaking with the teacher about this work, what do we learn? Simply what most of us have experienced. The first work with the boys was disheartening, discouraging, dreadful; but she patiently took them one by one, group by group, and labored with them. She transposed the melodies and led them to sing correctly. She formed first of all a whistling club and found that there were few boys who could not whistle a tune. Try them on a new tune, allowing them to whistle at random. It does not take long to learn, does it?

ACCENT IN MUSIC

We let a big boy represent the strongly accented beat and a small child the light accent. These children, standing before the class as I beat the time, make the progress of the class almost magical.

MUSIC IN SEVENTH AND EIGHTH GRADES

At the beginning of the school year, it is a good plan to take account of one's stock in trade—to find out just what material one has with which to work. To this end, it is well to have the class prepare written answers to questions concerning any training in music outside of school. Such questions as the following will be found useful: Have you ever had private instruction in music? If so, what instrument have you studied. How long have you been receiving lessons, etc.? From the information thus obtained the teacher may arrange for occasional piano recitals to take the place of the regular music lesson of the day. It may even be possible to organize a school orchestra. This is one of the very best means of creating musical enthusiasm. Those who play enjoy doing so; they feel that the time which they have spent in practice is beginning to produce results that are capable of giving pleasure to themselves and to others. Those who listen are inspired with desire to do something also, a desire to give expression to the musical aspirations that have been awakened

within them. They are ready to sing, if they cannot play.

One of the simplest and at the same time most helpful of vocal drills for the classroom consists of singing the arpeggio *do, mi, sol, do*, ascending and descending, in the various keys. Instead, however, of using the syllables named, sing the arpeggio using the sound *oo*, then the sound *o*, and then *ah*. In the low keys high *do* may be prolonged, but in the high keys high *do* should be merely touched, and the descending arpeggio sung at once.

Another helpful exercise consists in sustaining a single tone while singing *lo, lee, lah*; or *me, may, mah*, being careful to give the same resonant head tone to each of the three sounds. The sound *ah* is easy to sing well. It is, therefore, a good sound with which to begin, and we may lead up through it to the singing of those sounds which it is not easy to place properly. *Ah* is the tone which gives the true color of the voice. Do not sing *aw*; it protrudes the lips and jaw, and produces a dull, flat tone quality, which easily grows nasal. *Ah*, if not allowed to degenerate into a shout, is the best tone for regular drills, after the voice is placed.

The boys whose voices have changed need some vocal drill; but since such voices have a very limited range, they cannot take the same exercises that are given to the other pupils. Usually, exercises based on the tones from *do* to *sol* will be found helpful for these boys.

Chord drills are excellent practice. The pupils learn to be attentive, independent, and alert. In giving such an exercise it is a good plan to have the basses sing any one of the first five notes of the scale, while the alto takes the third and the soprano the fifth above. It is convenient to call for these chords by number, thus one, *do-mi-sol*; two, *re-fa-la*; three, *mi-sol-si*; four, *fa-la-do*; five, *sol-si-re*. The children should also learn that chords one, four, and five form the major triads, and they should recognize them as the *tonic*, *subdominant*, and *dominant* chords.

Since it is as true of music as of any other school work that "Nothing succeeds like success," we should be careful to choose songs and exercises that do not present too many new difficulties at once. Moreover, our choice should not fall upon those songs in which the soprano is sustained so long on the high notes that it is apt to strain the girls' voices. We should watch lest the boys be required to sing too high or too low. Sometimes it is possible to change a few notes and so bring the selection within range.

GAMES

THROWING SACKS OF CORN

I HAVE twenty sacks of strong cloth three by five inches, half full of corn, sewed up tight. The school divides on each side of the room, with ten sacks on each side. The sacks are thrown from each side at the same time; the side that catches one hundred sacks first wins the game.

MEMORY TEST

Let a child run quickly and touch any object in the room, naming it as he touches it, and then pass to his seat. Call a second one and have him touch and name the same object the first child did, and touch and name another and be seated. A third child touches and names in order these two objects and adds another to the list, and so on, each child touching and naming in order all the objects that have been chosen, each time adding one new one to the list. Often a bright pupil will remember and name in order twenty-five objects. These may be in any part of the room. The game should be played quickly so as to allow very little time for thinking while on the way.

THE APPRENTICE

This is a quiet sitting game and is played in turn. The first player begins, "I apprenticed my son to a grocer, and the first thing he sold was C." (One may apprentice the son to any trade, naming the initial letter of the first article sold.) The next player guesses "Cocoa." That is not right, so the one sitting next tries "Coffee." This proves to be the article in mind, and this player takes the turn and says, "I apprenticed my son to a baker and the first thing he sold was a M. P." "Mince Pie," guesses his neighbor, and continues with a butcher, whose apprentice sells some M. C., which prove to be "Mutton Chops."

DRAWING BODIES TO HEADS

Let two pupils go to the blackboard, and holding something up to prevent the school from seeing, draw a head of some animal, as a goose, hen, horse, pig, or a man, extending the neck below the cover. Then call up two or more to draw the bodies, without seeing the heads above. Some very queer creatures are produced, that call forth shouts of laughter.

THE ORGAN BUILDER

One of the children is chosen for the organ builder. He arranges the others in a row, the children holding their folded hands out in front of them. "Ah! what good organ pipes these are!" says the builder. Then he touches each child's hands very lightly with a thin stick (we wound ours with red and white bunting, like a wand). The player so touched must give out a long "ah-h-h" or "o-o-o" sound to represent the tone of that pipe. If the builder wishes he can ask for a second tone, but no more.

When he has heard the tone of each pipe, he is taken to the other end of the room and blindfolded. And while he is gone all the organ pipes change places. Then he comes back and says:

"Alas, how will my organ be
Now I am blind and cannot see?"

Then he softly touches with his wand the hands of one of his pipes. As he is blind, he may have to try a second time before he touches anyone's hands. The one touched must give exactly the same tone as he did before. The organ builder has the right to ask for it to be given three times.

"Ah," he says, "this pipe is ——" (the name of the player he thinks it is). If he does not guess right, all the "pipes" dance round him and sing:

"What a builder we have here!
What a wretched, wretched ear,
Though all the pipes sound out so clear."

All the children again change places, and the builder tries another pipe. If his guess is correct, all sing:

"Though the master have no sight,
He can tell his pipes aright."

"The pipe" so guessed changes places with the organ builder, is blindfolded, and takes his turn at the "sounding."

A BRIGHT IDEA

One child leaves the room and those remaining choose the name of some object in the room. The one who left the room is called in and someone says to him, "I have a bright idea." "What is it like?" he asks. The answer is, "It is like you." Then he must say, "In what respect?" If the stove was chosen the answer may be, "Because it stands on its feet," or "Because it eats a great deal (of wood)," etc. The "stander" must guess the name of the object, one guess for a question. If he fails, some one else has a bright idea and so on, until he guesses correctly, when the one who had the last bright idea leaves the room, and the game proceeds as before. If a pupil fails to guess correctly after a reasonable length of time he is told the object, and must stay out of the game.

CHARADES

Let the pupils be divided so that each division may have a share in the acting. Let one side retire to another room or to a remote corner, and prepare the word. Let a leader announce the number of syllables and scenes to be given. I have known the dictionary to be consulted to find whether a word in question was compound or of two or more syllables. For those who have never tried the play let me give one example: *Breakfast*. The word is to be guessed from the words and actions of the side whose turn it is to "act." Let the leader announce that they have a word of two syllables and will give two scenes.

Scene I. Let pupils come in each with a stick which he breaks.

Scene II. Let pupils arrange as for a march and pass rapidly across the room. This may be emphasized by the leader calling out "Not too fast."

If the other side fails to guess the word from this, the climax may be given. In this the actors sit as if at a dining table, moving arms and lips as if eating, and making remarks about early rising. Finally—if necessary—make mention of breakfast.

HIDE THE CHALK

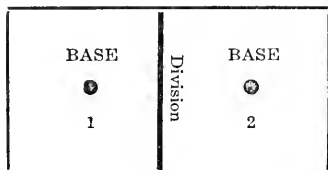
Keep all small bits of chalk in a chalk-box for this game. All the players leave the room except one, who conceals the chalk in all sorts of odd places. He then admits the other players, and each endeavors to find the most pieces of chalk.

BIRD, BEAST, OR FISH

The idea of this game is to make a player name a bird, beast, or fish very quickly. Seat the pupils with one in the center. The center pupil will point to one of the number and say, "Beast—1, 2, 3, 4, 5, 6, 7, 8, 9, 10." If a beast is named, for instance, *cat*, before ten is counted, he or she must try another person; if not, that player must take the center.

STEAL STICKS

Draw a line through the center of the playground and locate a base on each side. Place six sticks on each base and choose sides. A touch captures any player who is in the enemy's territory, unless he has touched or captured one of the sticks on their base, or one of his side who has been caught and placed there. When caught, a player becomes one of the enemy's sticks until rescued. When one side has captured all the enemy's sticks and has no men in captivity the game is ended.



SNAKE IN THE GRASS

Tie a knot in a towel or a cloth for a snake. Seat the pupils with one of their number in the center. Throw the snake from one to the other, but if the center pupil touches one of them while he holds the snake, he will have to take the center. Should the snake drop on the floor, the pupil in the center must not touch it but should touch the one who picks it up. At this time four or five gather around the snake, and before the center pupil can keep track of them all it is tossed into someone's lap by one of the players.

SIXTY

The leader stands on a base with his back to the schoolhouse and counts "ten, twenty, thirty, forty, fifty, sixty," turning quickly at the word "sixty" and calling back to the base any player whom he has seen move. The object of the game is to go around the house and back to the base without being caught moving after the word "sixty." All players caught must start again.

INTRODUCTION GAMES

1. "Who is Your Neighbor?" is a good game for the first week of school. It is then that the teacher and pupils are getting acquainted with each other. This game is a great help in learning the names. Before playing the game the teacher calls the roll. Each child rises as his name is called, stands in the aisle, and then takes his seat again. He tries to do this as quietly as possible. To the children this is a little game in itself. They call it "playing mousie." When the roll has been called, the real game begins. The teacher calls a name from the pack of name cards which she holds. "Who is your right-hand neighbor?" she asks. If the child answers correctly he folds his arms, and the neighbor who has been named takes the same question. And so the question goes across the room unless some one fails, in which case the teacher calls another name from her pack. She must also change the question at times, using "left-hand," "in front," or "behind," as the occasion may require.

2. "Partner" gives further practice with names. The first child names his partner and stands by his desk. The one who has been chosen names another child who must choose a partner, and so on, until all have partners. The teacher is included in this game if the number of the class is odd. We sometimes finish this game with a march about the room.

3. "Post-Office" is a great favorite. The teacher calls a name from her class cards. This child becomes the postman. "Please take this letter to Mary Brown," says Teacher, passing an envelope to the postman. If the letter is delivered to the proper person Teacher gives the postman another letter, and if he succeeds again, another. If the postman fails in his duty, the one to whom the letter is directed takes his place, and the game goes on as before.

4. The "Traveling Game" is great fun. "Go by train to Mary Brown's house," says Teacher, calling a name from her cards. If the journey is successful, Mary Brown rises and the traveler takes her seat. Mary makes the next trip, going by boat to Johnny Long's house. Johnny goes by aeroplane to Betty Green's house, and so the game proceeds, until all have had a chance to take a trip. Sometimes we vary the game a little, letting the children walk, run, hop, skip, fly, etc., upon their journeys. The children never seem to tire of these simple games. We use them often, long after the original necessity for them has passed.

RUTH AND JACOB

Let the pupils form a ring with one in the center blindfolded. If the center pupil is a boy, he is Jacob, and a girl must step into the ring to be caught. He will call "Ruth" and she must answer "Jacob." When he catches her he must tell her name. If he guesses right she is blindfolded. If he is wrong, he must catch someone else. The players change their voices so as not to be recognized.

GOSSIP

Players are seated in a row. The leader whispers a sentence rapidly into the ear of his neighbor, who whispers what he *thought* he heard to *his* neighbor, and so on, to the end of the line. The sentence cannot be whispered more than once to any player. Beginning with the last player, each tells what he *thought* he heard.

PUSSY CAT

Nothing delights little children so much as to impersonate an animal. One of the children is chosen to be the pussy. The others sit in a circle. The pussy goes before each one, kneels and says "Meow, meow." The child before whom the pussy kneels must say "Poor pussy." Pussy says "Meow" three times, and if the child before whom the pussy kneels does not laugh the pussy goes on to the next child. If the child laughs, he becomes the pussy, and the one who was pussy sits in his place in the circle.

GAME OF AUTHORS

I have saved pictures and sketches of authors until I have now a game that the children like very much. It is patterned after the regular game of "Authors," except that we have five cards in a "book." I use bristol board for the cards so the backs will be uniform. The children like it much better than the store game.

HIDING IN IMAGINATION

All players are seated. One is the "hider." He imagines himself hidden in some place (for example the clock or the bell). He then says, "Where am I hiding?" to each player in turn. The player who guesses correctly is the next hider.

FRENCH BLINDMAN'S BUFF

A blindman is chosen. All the other players take places which they retain without noise until discovered. The blindman then gropes about, finds each player and guesses his identity. If the player is rightly named he goes and sits on the recitation seat until the game is finished. If not he keeps his place until he is rightly named. The blindman is the only one who speaks during the game.

MAKING PORTRAITS

One winter when there seemed to be an unusual number of days when the children could not play out of doors, and they had grown weary of the usual indoor games, I prepared a game which, though it can be used successfully only under favorable conditions, is a source of unending delight to both large and small. I selected a day when it was extremely cold, but bright and sunny. There was a small porch in front of the door, and a vestibule six feet wide and twelve feet long, with a door at each end entering the alcoves where the pupils hung their wraps. I requested the large boys to tack heavy paper over the three transoms so as to make the vestibule as dark as possible, while with a brace and bit I made an opening in one of the panels of the outside door of three-eighths of an inch.

Next the pupils were divided into two equal groups. One group was to put on wraps and go outdoors and march by the front door and over the porch in single file, each to pause a moment in front of the door, turn about and face it, then pass on. The other group was to stand in the vestibule and face the white wall opposite the outside door. When the first pupil made his appearance on the porch in front of the door those in the vestibule were delighted to see his portrait on the wall with the features so well defined that they at once shouted his name. When all outside had passed by, and each in turn had exhibited his or her portrait for the pleasure of those inside, the groups exchanged places. This afforded amusement for many days. When visitors came and I went to the door in answer to their knock I could see who it was before opening the door. Of course, there being no lens in the opening, the portraits were upside down, but that made it all the more amusing to the children. If you do not have a suitable vestibule, any room may be darkened and the blank side of a large map hung up to receive the pictures.

A GYMNASIUM GAME

A pretty gymnasium game for children is in pretending to gather chestnuts or apples, or in imitating the snow-fall, or falling of leaves. For instance, if gathering chestnuts, raise the feet as if climbing a hill, and march around the room. When the tree is reached, raise the hands and eyes to the tree, in exclamation. Then reach for a stick or a stone, and throw with the right hand, then with the left. Shake both hands at wrists to show how the chestnuts are falling. Pick up a stone and open burs, alternating the hands, then using both together.

Take a basket and pick up the chestnuts. When the baskets are filled, the child steps on a bur with one foot, then he hops. Alternate. When the bur is removed, the children gather baskets, and lift them to the head. While holding them in this position, they march around the room several times, set the baskets down, and take seats. Other exercises could be introduced, such as running or climbing.

EAR

“Ear” is the name of an old English school game. There are two players. The first holds a slate up to the other’s ear and writes a letter or figure, so that all the strokes may be heard distinctly. The player who is listening tries to determine by sound what letter has been written. When he succeeds in so doing he becomes the writer. It is a most fascinating diversion.

“DROP THE HANDKERCHIEF” INDOORS

On a rainy day we play “Drop the Handkerchief” in the school-room. All but two of the children are seated at their desks. One of these two drops the handkerchief, the other taps the bell. The game starts when the bell taps for all eyes to close. Then the one who has the handkerchief passes silently down the aisles and drops the handkerchief on some one’s desk. The bell taps; all eyes open; and the one by whom the handkerchief has been dropped jumps up and runs after the one who dropped the handkerchief. A lively race usually follows. If the runner is caught he takes a seat apart from the others until another is caught. If not caught he takes his own seat. The bell taps again for all eyes to close, and the former chaser drops the handkerchief. The game proceeds as before and can be continued indefinitely.

PLAYING BIRD

As all little children are fond of action, I sometimes let them play "Bird." One child is chosen from the class to act as bird. She flies with outstretched hands to any place in the room chosen for the nest, and sings out some other child's name. This child sings back, "I'm here," and flies to the nest. The first child then flies back, and so on, until all have been birds. Each child may take the name of some bird if desired and imitate that bird's call.

FUN FOR RAINY RECESSES

1. Funnel and Ball Game. Make one-inch balls of worsted. Tie one of these by a long string to a paper funnel. Toss the ball as high as the string will go and catch it in the funnel.

2. Bon Ami may be put on the windows. The best children may draw Eskimo pictures.

3. Reed Hoops. Cover short pieces of reed with raffia and tie the ends together. Choose sides, making six children on each side to play the game. Toss the reed hoops over the doorknob. Or let the children stand apart, each with a little hoop and a short stick of reed. Catch the hoop on the stick as each throws the hoop in the air to the opposite child.

FLOWER PIT

A delightful game for the noon hour on a rainy day is "Flower Pit." The rules for the game are the same as those for the popular Pit game. Instead of the names of grains, the cards should be marked with the names of flowers. Have nine cards of the same flower, and the first child who gets nine flowers all alike calls "Bouquet."

The game consists of the following flowers with their marked values:

Pansy	50
Daisy	60
Violet	70
Rose	80
Lily	90
Tulip	100

Three hundred points make a game.

ROBIN HOOD PLAY

It is the duty of the country school teacher to plan and provide some form of amusement for the children. The noon hours and the recesses should be spent in clean and wholesome play. Remembering the interest that my pupils took in the stories of Robin Hood, I decided to dramatize some of these. We did not attempt to memorize the speeches, we merely read and told the stories until we had become quite familiar with them. One of the boys was chosen to be Robin Hood and he provided himself with a scarlet suit and a horn. The other boys and some of the girls were the members of his band and they wore green jackets and caps. The jacket reached almost to the knees, with a belt a little below the waistline. The cap was pointed, with a feather in it. Each boy had a bow and arrow.

Robin Hood and his band would take to the woods and there wait for something to occur. Just like Robin and his band of old, they were unaware of the events that were to happen that day. This was left to me. For instance, one day I decided to have John Little appear. I chose one of the boys to be John Little, and of course he discarded his green suit. As Robin and his band were reclining on the greensward, this boy, a stranger to the outlaws, was seen in the distance. Robin advanced to meet him, and by inquiry found out who he was. Then action followed according to the story, and not until Robin blew his horn for his men to join him did they know who the stranger was supposed to be. Sometimes it was necessary to inform Robin that he must go off into the woods to search for his man, or even body of men, such as a bishop and his protectors. How the boys loved this suspense! How eager they were to find out what I had planned for them.

SHELL GAME

We play this game with a box of tiny sea-shells, but a quantity of buttons, lentils, pegs, or any like small objects will do instead. Give to each child ten shells. If more than ten children are to play the game it is better to let them play at their desks. If the teacher plays (and that is half the fun) the game should begin with her. The teacher counts into her left hand any number of shells, keeping the remainder carefully hidden in her right hand. Extending her left hand to the child at her left, she says, "How many shells have I in my hand?" The child guesses the number,

which may be anything from no shells to ten. If he guesses the exact number the teacher must give him all the shells she holds in her left hand; if he guesses either more or less than the number she holds, he must make up the difference from the shells in his own hand. The teacher simply opens her hand and shows how many shells she holds, the child must do the necessary addition or subtraction. When his transaction with the teacher is over it is his turn to play the game with his left hand neighbor. And so the game goes on, until the allotted time is up, or until more than half of the players have lost all their shells. In either case, the one who holds the greatest number of shells wins the game.

A few simple rules make the game more exciting. For instance, if a child makes a mistake in addition or subtraction he forfeits one shell (returns it to the box). If he guesses the number correctly three times in succession each one of the players must give him one shell. If there is time to play more than one game, the one who wins the first game begins the second. At the close of the first game all change seats, the winner having first choice.

LIVE CHECKERS

A simple incident in school life gave rise to this game. One day the pupils' seats were to be changed, chiefly for disciplinary purposes. To relieve the monotony of the ordeal I suggested on the spur of the moment, "Let us make believe we are playing a game of checkers." The incident was forgotten, but the idea took root in the mind of a little girl who begged me two months later to "Please play checkers again."

After a few questions the origin of the request was recalled by the teacher, and to satisfy the repeated pleadings of the little one the following game was instituted, a game which may precede any oral lesson in which the entire class is to be included.

One child is selected to start the game. He decides which seat he would like best to occupy during the ensuing lesson, passes to it, and knocks on the desk. "Who is there?" asks the occupant.

"It is I, J—S—. May I live in your house to-day?" replies the other. "Yes, you may and I will find another place," responds the first, who then proceeds to the seat of his choice. (Here original conversation may be encouraged). The game continues in like manner until all have changed seats. The memories of the last children are often greatly taxed, since no child may be asked to change a second time.

KINDERGARTEN GAMES IN GRADES

A great many of the kindergarten games can be played in the first grade without forming a circle. Have the children stand by their seats and choose a leader, the leader in turn naming a child to take his place. "Did You Ever See a Lassie?" "Soldier Boy," and many others may be played in this way without circle formation.

PEANUT RACE

On a rainy day when an outdoor recess is out of the question much enjoyment may be found in a peanut race. All the materials needed for this recreation are a quantity of peanuts in the shell or some ordinary hard beans, and as many table knives or spatulas as there are contestants in the race. From ten to twenty peanuts are counted out for each player, according to the length of time allotted to the game. These are placed on a long recitation seat at one side of the room, groups to be at least one foot apart. Each child is then given a knife or spatula, and when all are ready the signal to begin is given. The object of the game is to carry all the peanuts from the recitation seat across the room on the knife blade, and deposit them in a convenient place at the other side of the room. If the peanut falls from the knife blade, it must not be touched by the fingers but may be picked up only by the use of the knife. The contestant who succeeds in carrying all his peanuts across the room first is the winner.

STILTS

This noon hour, as I glance out of the little shack in which I am teaching, I wonder how many teachers know how to keep pupils happy continuously during intermissions. My bunch of eight, at my suggestion, have made stilts, and now they are out of doors every day rain or shine, on stilts. This is the most highly successful recreation I ever introduced to my pupils.

HITTING ANIMALS WITH BALLS

Ask the pupils to bring some smooth, light boards such as calico is wrapped on; trace on these elephants, rabbits, and other animals. The pictures should be about sixteen to twenty inches in height. Paint or color with crayola, and number each from ten

to one hundred by tens in large figures. Fasten string to each board after the outline has been cut out and suspend them from a board or stick horizontally about five feet from the floor. The pupils take turns throwing at them with soft rubber balls and keep the score of the animals struck. The player whose score is largest at the end of the game is the winner. It is a good plan for one pupil to keep all the scores on the blackboard, and each player add his own column at the close of the game. If preferred, the animals, may be stenciled or drawn on the blackboard and numbered in the same way.

OUTDOOR GAMES FOR SPRING

Pupils always seem more restless and hard to control in the spring. Plenty of strenuous games at intermission help discipline. These are all good games for the season: Pullaway; dare-base; wolf; hare and hounds; making flower or vegetable gardens; wild-flower hunts, to see who can find the largest variety of flowers; building playhouses; walking on stilts; kite-flying; raking the school yard; repairing the fence; building walks with the ashes; marbles; foot races; skipping rope; baseball: ante-over; hide and seek, swinging.

QUEER TRAVELING

The leader begins by saying, "I thought I would take a little trip in vacation, so I packed my bag and started for Boston." He turns to number two, who must give a place beginning with the last letter which number one used. Number two takes up the story: "I wanted to see the old mill that we read about; so I went first to Newport." Number three says, "I wanted to see more of the world, so I took a long trip and did not stop till I came to Texas."

THREE DEEP

The children form in two circles, those in the outer circle standing directly behind those in the inner circle. One child, who is called the goose, and another, called the fox, are on the outside of the circle. The fox chases the goose. If the goose gets inside the circle and stands in front of some one in the inner row he is safe. The one standing behind him steps back to take the place of the one behind in the outside row, who now becomes the goose

and runs from the fox. He hurries to a place of safety in front of someone. If the goose is caught before reaching the safe position, he must take the place of the fox, and the fox, who now becomes a goose, runs to the center and stands in front of someone in the inner circle. The fox and the geese are continually changing, and the children have to be on the alert to run immediately upon finding themselves the third one in the row.

PASS THE CLOTHESPINS

The pupils stand in two lines and choose sides. Give the leader of each side enough clothespins to make a very full double handful, perhaps twelve. The side that can pass these down their line and back to their leader first, wins. The leader must put all the clothespins on the floor in front of the one next to him. This one in turn must pick them up, and place them on the floor in front of the one next below him. He must have all the clothespins in his hands before he can lay them down. If he drops any he must pick them up before placing any in front of his neighbor.

SEAT WORK

PHONIC CARDS

GIVEN a box of rubber type—the kind where the letters can be set into a metal holder—some inch-wide strips of heavy pasteboard, and a little patience, and there is no limit to educative seat work. For instance, when teaching the effect of final *e* I give each child an envelope containing twenty cards one inch wide and two and one-inches long. On half of them are printed short vowel words, on the other half the corresponding word with the *e* added, such as “slid, slide; tap, tape; rob, robe.” After drilling on a similar list from the chart, the children arrange them in two rows on the desks, the pairs opposite. To drill on *ng* I give them envelopes in which are cards with *ong*, *ung*, *ing*, or *ang* on them, three of each. On one-inch square cards are initials which placed in front of the long cards will form words. With these is a card with the words printed on it, to show the child when he has the right initial with his phonogram.

SEWING CARDS

I purchased a sheet of bristol board and one set of assorted perforated sewing-cards, leaves, fruits, and vegetables. Using each card as a pattern, I made many sets of sewing cards from the bristol board, punching the holes with a hatpin. The children sewed them with silkateen.

SANDPAPER LETTERS

One of the best ways that I know to teach beginners to write is to use sandpaper letters. Paste the letters on cardboard five by six inches. Let the child trace the letter with his finger several times. The sense of feeling combined with the sense of sight gives him a clearer idea of what he is to make. When he leaves his card at his seat and passes to the blackboard to work, the result will be that he will make a much better letter and with much less effort than he would have made in trying simply to follow the copy given him by the teacher.

PRACTICE WEAVING WITH OILCLOTH

Before teaching mat-weaving I purchase a piece of white oilcloth and some wooden slats. The slats can be procured in all colors from any school supply house. I cut the oilcloth and the children learn to weave, using the same mat and slats many times. When we begin to weave paper mats they have no trouble.

SALT BEADS

Let the children mold and string salt beads. For these beads the recipe calls for one-half cup of water, four heaping tablespoons of fine salt, and two heaping tablespoons of cornstarch. Color the water any desired color with Easter egg dyes before mixing with the dry ingredients. After mixing, cool until you have a stiff dough. Roll thin and cut into uniform pieces with a knife or a small thimble. Roll each into a perfect ball and put on a large pin or knitting needle to dry. This recipe will make two strings twenty-four inches long (if the beads are small), but in my class we make short strings.

WORD GAMES

My children like to take a long word and see who can find the greatest number of small words in it. They made forty small words from the letters in Constantinople.

Another profitable occupation is to find all the words in a lesson containing a certain letter or combination of letters, as *sh*, *ch*, or *st*. Sometimes we find it helpful to arrange the words of the reading lesson in alphabetical order.

SPRINGTIME DECORATIONS

The older boys and girls cut and painted various birds, then they drew trees on the board and fastened the birds to them. Flowers, such as lilies and crocuses, were drawn near by. Kites were made from square sheets of colored paper folded with thin strips of cardboard pasted along the greatest length and width. With string and colored cloth or paper, a tail was made and fastened to the kite. They make a pretty border when they are made of different colors and hung on burlap.

NUMBER DEVICES

1. Make a card about 16x24 inches; divide in sections 4x6 inches. Number the sections, beginning at 1. Make cards about one and one-half inches, placing the combinations on each, as 6+3, 9+4, 10+5. The children place the small cards on the large cards in the sections that are the answers.

2. Make a large card as before. Make small cards with 12-7, 8-6, 13-7. The children place as before.

3. Same as the first two but with multiplication cards.

4. A large card divided into convenient sections, in each of which is pasted a picture of some article bought in a grocery store. Mark the prices on each section and write, "Buy 4 packages," or "Buy 6 cans," etc. The children place the correct amount of toy money in each section.

5. A large card divided into sections, in each of which is pasted a picture of some toy. Proceed as before.

6. Divide a large card into sections and paste stamps of different denominations in each. Make various combinations and the children buy stamps by placing a correct amount of toy money in each section.

7. Each little girl brings a two-inch square of cotton, woolen, or silk material. Paste on a large card and mark the price. Below write "Buy 3 yds." "Buy 2½ yds." etc.

8. A large card divided into small spaces, in each of which is placed a Roman numeral. Small cards bearing figures are matched to the Roman numerals.

9. On a large card make as many clock dials as possible. Below write, "Twenty minutes after two," "Half-past twelve," etc. Have toothpicks cut up into two lengths to represent clock hands, and pupils place the hands to record time marked below.

10. Draw lines of various lengths on a large card. The pupils measure the lines with rulers, placing on each line small cards bearing figures which indicate the length.

JOLLY INDIAN WORK

As Indian time approaches the children in my room delight to be real braves and squaws. For one morning's seat work each was given a piece of paper nine by twelve with instructions to color it any two colors he wished. Then they were told to cut the papers into strips about an inch wide. These we fastened in our

hair and became a really-truly tribe of Indians. Another day we cut long feathers freehand and colored them red and yellow. In dramatizing we find our Indian headdresses all ready to use. The chief of our tribe, of course, has a long headdress of feathers made by pasting together several of these headdresses extending down the back.

PAPER RIBBON

One plan I have for economizing in paper is this: I go to a friend who has the ribbon counter in a dry goods store and ask her to save for me the paper on which ribbons are wound. All widths are usable. The narrower widths I put aside for my number classes. With these we learn how many feet make one yard; two yards, etc. The wide paper ribbons I cut into squares and use in construction work. On other widths of the ribbon I draw outlines of objects, and distribute for pupils to copy. At other times I allow pupils to paste circles, squares, or triangles, cut from colored paper, on oblong pieces of the ribbon, arranging them as dots are arranged on dominoes.

HOUSE BOOK

We make "House Books" of pictures cut from catalogues and magazines. One page is devoted to a parlor, one to a dining-room, one to a kitchen, one to a bedroom. The pictures of the family appear on the last page.

PUTTING A PAGE IN ORDER

Probably you can find worn readers enough for this plan: paste a page on a large envelope and inside the envelope put the cut-out words of the story for pupils to arrange in order.

DOMINOES

A box of dominoes is wonderfully helpful in teaching number combinations. The children make pictures of the dominos by marking around them and putting in the dots with colored crayon. They write the example below, thus, $3+4=7$. One sturdy little farmer lad resolutely refused to work his number problems until I suggested that he play the dominoes were the pet pigs in which he delighted. After that he spent much of his spare time chalking pig-pens on his desk and counting and adding and subtracting "pigs" in every possible way.

HORNBOOKS

Few things are easier for little hands to fashion than imitation hornbooks. When the teacher has read or told about this book used by the Pilgrim children, and has shown pictures of it, every child will want to make one. Use a soft cardboard for the back. Paste white paper on the front, and have the alphabet and the vowels and digits printed upon it. On the back paste a pocket with a flap. Let the opening be next to the handle. Punch a hole through the handle so that the book can be tied to the owner's desk. Perfectly written spelling lessons for a week can be kept in the pocket.

MATCHING WORDS TO PICTURES

Each first grade child has a set of cards on which are printed or written words. On the back of each card is his name. For occupation work he goes quietly to a table and matches his words with pictures. As new name words are learned, new cards and pictures are added. The second grade look over the work. When mistakes are corrected, the cards are left on the table and each child finds his own cards and returns them to his box.

PRACTICE IN CUTTING

At the beginning of the school year only one of the primer classes could cut out pictures without spoiling them. I brought a year's issue of a household journal and let the pupils cut out the advertising matter every afternoon for ten minutes or more during the first month. Just at that time the school board got an entirely new set of maps and were going to burn the old ones. I conceived the idea of cutting them up and using them for scrapbooks in which the primary pupils might paste their pictures. I told the children that only those who cut out good pictures could make a scrapbook, and the cutting improved wonderfully.

Every Friday afternoon when the rest of the school is doing raffia work or painting they paste the pictures. The pictures were not very straight at first, and everything was mixed together regardless of size, color or subject, but the work steadily improved, and now the children put the animals on one page, the ladies on another, etc. These books are very strong, having cloth on one side and paper on the other.

PUTTY MODELING

A tin box of putty and a small bottle of turpentine will amuse restless little pupils for hours. They model snakes, turtle, vases, and other objects. Soften the putty with the turpentine.

PICTURE STORY BOOKLETS

I have pictures which the children have cut from papers and brought to school, a tablet of small sheets of paper, and paper clasps. These are placed on a table where the children can easily get them for themselves. When his work is finished the child comes to the table, takes one piece of paper, one picture, and a clasp. The picture is fastened to the top of the paper by means of the clasp. The child then writes the story which the picture suggests to him. This story is handed in, graded, and returned to the child to be copied neatly, this copying forming a second busy work lesson. The picture is then pasted at the top of the paper on which the story was written the second time. This forms one page of a booklet which is kept until the end of the year and then taken home

LEARNING COLORS

To teach color names to beginners, I draw designs on the board, which they are to follow, using the colored sticks. When I write "Blue," using blue chalk, they know they are to make the design in blue. When I write "Red" with red chalk, they become acquainted with the word as they work out the design. A little later I give them the colored crayons and let them write the color names in color.

PAPER NAPKINS

Buy one hundred paper napkins, all different, and allow the pupils to copy the pictures with colored crayons. Many of the designs are really excellent. The bordered napkins make pretty paper dolls. The plain white ones make excellent covers to new library books. They make pretty coverings for May baskets, too.

BLACKBOARD DRAWING

Keep good drawings on the blackboard or, if blackboard space is needed for other work, put up drawings on large sheets of paper. Pupils will sketch when they have no other work.

PARQUETRY FORMS

Colored parquetry blocks aid us. We divide sets among the children and ask them to mark around them carefully, keeping them straight on the faintly ruled lines of the drawing paper supplied to them. At first, only one form is given; later, circles, squares, etc., are alternated. After still further practice, more elaborate combinations are made. The children should know the names of the forms used. Arrangements of forms should be guided, good original ideas being shown and used. The filling of the form with a flat color may be attempted and affords practice in "keeping inside the lines." The placing of crosses, Greek border designs, Swastika forms, etc., may follow. Mounted on dark gray mat, the best designs may be used as blackboard borders.

TEDDY BEARS

The words *are*, *is*, *were*, and *has* were stumbling blocks. To overcome these hard words we made Teddy bears and colored them for seat work. Each Teddy had a bow of ribbon around his neck. The words were written on the ribbon and copied by the children, and now they know them at a glance.

COLORING TOOTHPICKS

Get a large box of toothpicks and a package of Easter egg dyes of each color you desire. By tying the picks in loose bundles with a long string attached, they can be hung in the hot dye, which should be held in tin cans. Hang the colored toothpicks to dry and you have your colored sticks with little trouble.

SURPRISE ENVELOPES

1. *Cut-Up Memory Gem.* On the outside of the envelope write a quotation. Write the same quotation again on thin cardboard and cut the words apart. Place the pieces in the envelope and have the children put the words together to make the quotation written on the outside.

2. *Home-Made Dictionary.* Put a poem or short story in the envelope and ask the children to cut out all the words they can spell and paste them in a little home-made book, alphabetically arranged, to make a dictionary.

3. *Sewing Cards.* Sewing cards, with dots where the perforations are to be made, placed in an envelope, with a large pin to make the perforations, a needle, and several different colored threads wound on small pieces of cardboard, saves time in threading needles and giving materials.

4. *Cardboard Patterns.* Make cardboard patterns of a star, heart, circle, square, goose, mitten, leaf, etc, and put them in the envelope to be drawn around and later cut out or used for sewing cards.

5. *Cut-Up Picture.* Cut a good-sized, interesting picture into puzzling shapes and let the children put it together.

6. *Alphabets.* Make three or four alphabets on cardboard and let the children make as many words as they can with the letters.

7. *Cutting Out Pictures.* Put a page of a magazine, or a catalogue having several pictures on it in the envelope and let the children cut out the pictures.

8. *Roman Numerals.* Put a handful of small colored sticks in the envelope and have the children make the Roman numerals.

FOR WEE FOLK

A few pairs of kindergarten scissors, clothing, floral, and jewelry catalogues, and a few boxes of colored pencils, amuse restless tots for hours. The cutting and coloring train both hand and eye in accuracy. Toothpicks and soaked peas (cubes of raw potato may be substituted) are convenient materials with which to make squares, triangles, cubes, pyramids, and even men and animals.

BOARD WORK KEPT IN EVIDENCE

I find it helpful, especially at the very first of the term, to have extra work suggested on the board for odd times, as there is no excuse for idleness, even if I must keep a pupil waiting for attention. Some of the board space is also devoted to matters which I can ask to have read and re-read, in spare moments, until no one has reason to fail of a perfect mark when questioned concerning this work. A pretty border placed around the week's "emphasis corner" is an attraction; or colored chalk may be used for the whole.

Suggestions:

A list of vowel sounds that trouble, with diacritical marks.

Words that have been frequently misspelled.

Request for sentences containing words whose use has been mystifying.

Words of considerable length, with the request that these be divided into syllables according to the best understanding of this work.

Names of noted songs, poems, prose, with authors and composers in a separate column, to be correctly placed together.

The musical ladder, with birds on each round, with the request for such musical notation as the children are ready to make.

Noted events in history, with dates in separate column, to be correctly placed.

A map of the town, city, and county near at hand should be kept for many weeks in evidence.

States and capitals may be listed for placing together correctly.

Colored drawings of the more rare floral "finds" of pupils, drawn for copying.

HOMES OF THE RACES

I often find that the reading lesson furnishes a good foundation for busy work. For instance, we read a lesson about Hiawatha. After reading it we talk it over, bringing out prominently the Indian's way of living. I then give every child a half-circle of paper, some broom straws, and glue, and explain briefly how they can make an Indian wigwam. I try to have my work fully prepared beforehand. By watching advertisements and catalogues one can usually find many fitting pictures for any work. We have also made Japanese houses and Eskimo huts. For Japanese matting we wove or interlaced strips of colored paper. The screens were easily made.

PICTURES AND WORDS

This device for busy work is called by the children a game and may be used in a number of ways. The children are furnished with large cards containing the pictures of objects with the names written and printed below, and with small cards containing merely the words. The child takes the small cards containing only the words and matches them to the words under the pictures on the large cards. After he observes the words and names them to himself, he picks up the small cards, turns the large cards over and reads the words on the small cards without the aid of the pictures. If he cannot do this, he finds the pictures for the words he does not know, doing this until he knows every word. He

may read the words to a more advanced pupil. After learning the words, the children may take the small cards to the board, draw the picture for each word, and write its name under it; or again they may make the words with their word-builders. On some cards may be placed pictures illustrating stories such as "Jack and the Beanstalk" and "Cinderella." Other cards may contain animals, flowers, furniture, or miscellaneous pictures.

WORK WITH PEGS

A box of pegs affords a great variety of good and interesting seat work. These can be bought, three thousand in a box, in six colors, at small expense.

Suggestions:

1. Let the children sort colors into separate piles.
2. Write a color name on the board; ask the children to show pegs of that color.
3. Ask them to make groups of two's, three's, etc.
4. Write on the board directions for arrangement, thus:

3 red	4 purple
5 blue	2 green
1 yellow	6 orange

5. Write letters or words very large on the board for them to lay with pegs on their desks.

6. Picket fences, articles of furniture, type-forms, fruits, stars, etc., may be made. Suggest color combinations as red and green, purple and orange, blue and yellow.

"HAND PAINTED" PLATES

Give each child a pair of scissors and half a dozen pieces of wall paper of different designs and colors. Cut these into triangles, squares, or circles, and paste them on a paper pie-plate till the plate is entirely covered. When this is done let each one go over his plate with shellac, applied with a water color brush.

BUTTERFLIES

I pass patterns of butterflies to the pupils and let them trace them on sheets of paper. They cut out the butterflies, color them, and paste them on a sheet of mounting paper, after folding each in half to make them appear as though they were flying away.

MATERIALS FROM NATURE

We make use of all kinds of nature materials for busy work. Little bur baskets are liked. Chairs, tables, and cradles made of burs are pretty. Chains made of rose hips, acorns, and seeds are attractive. Melon seeds placed in threes as a pendant, with big beads combined, make lovely things. Colored beans, soaked dried peas and similar materials in combination with toothpicks make boxes, houses, dumb-bells, and the like.

WORD BUILDING

As soon as the children begin reading print, they are given boxes of letters with which to copy words and sentences from their books. While this is good busy work, it is a means to a more profitable end, for as soon as they begin to spell they make the words with the letters, as well as write them. Sentences containing the spelling words are required also, and as soon as the children are able, these original sentences are made with the letters on the desk and are sometimes written.

LETTERS AND COMPOSITIONS

Ask the children to write you a letter, telling you where they would like to travel and why. Ask for a description of the schoolrooms, their own rooms at home; ask their opinion of the textbooks which they use; which subjects they like best, and their reasons. Get the children to give descriptions of pictures, to make paraphrases of poems, to tell you of an imaginary trip to a foreign country.

MAIL BOX

Take large heavy envelopes having in them pictures, puzzles, rebuses, etc., each envelope having about three such puzzles. Place a large pasteboard box in the center of the room as an improvised mail box. Slip in the envelopes; have the pupils line up and pass around to receive their "mail." In about ten minutes' time see how many have solved the puzzles correctly.

PINE CONES

Small pine cones are easily strung in the busy work period. Some of the older children will be glad to gather them for you.

PICTURE CHARTS

The making of charts is of great value in school work. Pictures can be gathered by the children from magazines, catalogues, and many sources. They may be mounted on large sheets of cardboard or in scrapbooks. If the work of selecting, cutting, mounting, and lettering is done by the children themselves, they will be of added interest and value, and each child should have some part in the work. These suggestions may be worked out in different grades. Charts showing different fruits, vegetables, wild or garden flowers, trees, farm animals and farm products may be made in the lower grades. For the older grades the geography chart is of great value, showing scenes, occupations, products, climate, and a small map of the country or group of states which is being studied. Railroad and steamship advertising folders and booklets are often richly illustrated, and may be secured at the cost of a few cents for postage.

NUMBERED ALPHABET

I have the alphabet on my front board with each letter numbered. I write geographical or other proper names in the numbered form occasionally, as it seems to help memory. A dot over a number signifies that the corresponding letter is a capital letter. Commas separate the numbers.

LISTS TO WRITE

1. Write all the objects in the room which are round, square, oval, etc.
2. Write all the animals which have four feet; two feet.
3. Write a list of all the words in your reading lesson which contain the letters *a, e, i, o, u*.

MOTHER GOOSE BOOKLETS

I have the children fasten together with silkateen ten sheets of gray drawing paper. On the front page they paste a picture of Mother Goose cut from black paper. I give the children patterns from which they cut pictures of Jack and Jill, Little Bo Peep, Jack-Be-Nimble, and other favorite characters. On the back of each sheet they write the rhyme which the picture represents.

BUBBLES

Cut sheets of gray drawing paper 6 by 9 inches in halves, lengthwise. Give a half-sheet to each child; also a pattern of a clay pipe, and a circle one inch in diameter. The pipe patterns are to be pasted on the paper, and the circle (bubble) is used to draw around to represent six bubbles floating from the pipe. The bubbles are to be colored red, blue, yellow, purple, orange, and green (a bit of each color may be put on each bubble, then a blend made afterwards.)

ART FORMS

From sheets of cardboard of different colors I cut many sets of geometrical and art forms, as the square, circle, triangle, star, or bell. These sets were placed in empty thread boxes and piled on a table in the rear of the room. It was understood that only after the regular prescribed work was finished could the children tiptoe back after one of the sets. It was wonderful to see how much pleasure and profit could be derived from the treasure box, and how long the little heads would bend with quiet contentment over the task. A square of one color could be surrounded by four semicircles or triangles of a color which harmonized. This same combination could then be transferred in outline to the tablet by marking around the card forms, and the drawing colored with wax crayons. The children were advised to use but two colors at a time. Considerable ingenuity was shown in originating designs. One little maid with shining eyes held up for inspection a rather chubby but quite creditable heart form, which she had discovered could be evolved from a square and two semicircles.

JIG-SAW PUZZLES

I have a number of small jig-saw puzzles containing about a dozen pieces each which I have let the children take when they have finished their work well in less than the allotted time; and they have become very proficient in the use of these. Many of the children can turn them over on the plain side and put them together from the shape of the pieces only. One day I brought to school a puzzle containing over a hundred pieces, and spread it on a large table in a back corner of the room. I told the children that I would let any one who did exceedingly good work in any line go to the table and work on the "great big puzzle." The

puzzle was on the table just three weeks before it was finally completed. The children did every bit themselves without even a suggestion from the teacher. During the three weeks every child in the room had some opportunity to work on it, and oh, how eager they were to get to that corner! It was a day of great rejoicing when the pretty puzzle was finished. All the other teachers in the building were invited in to see it, and many of the older children came and asked if they might see the puzzle they had heard so much about. We had really become famous. After this I kept a puzzle on the table all the time. We have other rewards but the puzzle is always the most popular.

"ORDER" SLIPS

To keep those pupils busy who always had good lessons yet had time to spare was a problem to me until I thought of writing "orders." These are written on separate slips. As soon as I am confident that a child has a lesson and is ready for mischief or fidgeting, I place an "order" on his desk, or signal to him to come to my desk for it. The children enjoy such "orders" as "Water the flowers;" "Erase the blackboard;" "Write ten simple questions for grade one to answer;" or "Correct the spelling papers of grade one."

PUSSY FENCES

When the pussies begin to drop from the sprays brought to the schoolroom, let the children use them to make a row of real pussies on a fence, the head, ears, whiskers, and tail, as well as lines of fence, being pencil or brush work.

BUSY WORK CORNER

In an old workshop in my home I found a low table about one and one-fourth yards long by one yard wide, and two feet high. This was just what I wanted for a kindergarten corner in my schoolroom. I covered it with white oilcloth and also lined the drawer with the same. This drawer is divided into three parts, a very convenient plan. Here we keep cards, scissors, paste, colored sticks, pegs, and numbers. In boxes on a window back of the table we keep letters, large and small, on bright-colored cardboard, and magazines for cut-out work. The table is large enough to seat eight pupils at one time. We have low benches

at two sides and small boxes at the ends. This kindergarten table has been a source of much pleasure to the children. They study twice as well to get their lessons, for no child is permitted to go to the table with lessons unprepared. They enjoy doing busy work here far more than at their own desks. This keeps the work in one place and does away with having it scattered over the school-room. Under the table is a large wastebasket for the bits of paper that accumulate in cutting. In the morning they do number work and build words and sentences. In the afternoon they use the colored pegs and sticks and cut-out work. The best cut-out work is kept and pasted in a book made of drawing paper twelve by fourteen inches, tied with gilt cord.

STORY BOOKLETS

My second and third grades made booklets of the "Three Bears." We wrote the story, dividing it into parts. First we told of the house and the bears' walk; then we told of Goldilocks's visit; then the return of the bears. Our covers were of mounting board and were decorated with cut-out bears, house, tree, and Goldie, pasted on after being colored. Sky and grass were colored in. My third grades made booklets of "The Bell of Atri" and "The Pied Piper." The latter was decorated throughout with pictures of rats and children. The cover was the piper's picture.

BUILDING LESSONS

Obtain colored cardboard and print on small oblong strips every new word in the reading lessons. Use these for weekly reviews and for building entire lessons at the desk. It is well to have a number of each much-used word, such as *the*. Illustrate each word when possible by a sketch on the back of the card or a picture. It is often helpful to place the written word directly beneath the printed word. The lesson may be copied in writing.

GOOD EXERCISES FOR OLDER PUPILS

1. Write a list of twenty words, each word beginning with the last letter of the preceding, as *John, near, rope, egg, grow, whine*.
2. Let children write a list of ten words that come with a rainy day, a snow-storm, a birthday party, etc. These words are taken by the writer and some other child is asked to use each word in a

sentence referring to the rainy day, or the snow-storm, or whatever is the subject. This is a natural beginning of written story telling.

3. Make a collection of pictures from catalogues showing as many kinds and varieties of footwear as possible. Parents often will become interested in watching for pictures of snowshoes, sandals, moccasins, etc.

4. Another good device is making a collection of all kinds of musical instruments. Children sometimes come to school with the names of the instruments written on separate slips.

5. At a county fair the most unique entry to me was a collection of compositions, each child having the privilege of sending an illustrated composition upon the "Dog." Above the row of compositions, in large letters, was the one word "Dogdom." The first page of each composition was given to a calendar for September. Seven dog heads were peeping above the calendar. Each dog held a card bearing the name of a day of the week. Below the calendar, in childish printing, were the words "Every dog has his day."

6. Did you ever try this acrostic? Let each boy cut out a picture of a boy, and below write "The fellow that's wanted." The teacher develops each characteristic in the character of a good boy by story or illustration, and the boys, in turn, write each word making up the acrostic as they decide upon the word.

TICK-TACK-TOE

For busy work with numbers I make a circle of cardboard for each child, four inches in diameter. I place a number in the center to be added to the numbers in the ring. I call it the "Tick-Tack-Toe game." The children shut their eyes and with pencils go around the ring, saying "Tick-Tack-Toe, round I go." The number they stop at is added to the middle number and the whole problem written on a tablet. The children like to see who has the most problems and answers right. The only supervision necessary is for the teacher to correct the problems.

JUST PAPER AND STRING

I have found that there are great possibilities in common wrapping paper and string. The paper can be pressed smooth with a slightly warm iron and cut into various sizes to be used for maps, mechanical drawing, etc. The thinner grades may be used to

fold and cut into "designs," as my children call them. To make these "designs," fold a piece of square paper to form a triangle, fold again, and again. Along the folded edges cut half hearts, half circles, or similar patterns. Unfold, and the paper has the pattern repeated on it many times. The "designs" can then be colored with crayolas and serve as rugs, table covers, curtains, etc., for the doll-houses which many schoolrooms furnish. The colored wrapping paper, which many stores use, can be cut into strips for weaving, or making paper chains. In my room we have two full length curtains made of the chains and the effect is wonderfully pretty. The old-fashioned "cat ladder" of folded paper strips makes a very pretty curtain, too, though it is not so durable as the chains. All scraps of pretty paper from coffee sacks, tinned goods, and advertising matter are carefully saved, cut into tiny circles, squares, triangles, and oblongs. These serve to teach color, form, and counting. We pile them according to color one day, according to size another. We string them by tens or twenties. We paste them on strips or squares of paper in patterns. We make borders of them. The pasteboard of which cracker boxes are made makes good material for sewing cards, and the inner papers in the same boxes serve the smallest ones to place over outline pictures to trace through. The heavy pasteboards that merchants have their dressgoods wrapped on serve as backgrounds for many of my pictures, as looms for weaving, and as desk protectors during clay modeling. The lighter pasteboards found between the layers of soda crackers or cookies make first-rate perception cards for word or phonic drills.

Then the string! It is so easy to get and yet I never have enough. For Christmas my children used it to make yards and yards of "spool knitting." The long strands of knitting were then sewed together to form mats for the hot dishes just off the stove, or to make the horse reins which baby brother likes so much. For the reins I bought a few tiny bells to fasten across the front, thereby increasing their value greatly in the minds of the children. If anyone plans to do much of the spool knitting I would advise them to buy the toy knitters manufactured for the purpose. They are much stronger than those made of spools and pins and are not very expensive. The heavy cardboard before mentioned served as looms on which to weave doll hammocks, and common cord was the material used to make them. For those not yet large enough to make the hammocks, I took five-inch squares of the pasteboard and wound it closely with the cord. They then

wove back and forth on this, leaving one edge of the card free. When the weaving was finished, the card was pulled out, the edges of the woven pocket sewed together, and the result was a holder for mother.

GRAB BAG

One of my busy work devices is a grab bag made of bright-colored cloth, and containing various small packages. The children shut their eyes, put in their hands, and grab one. One package contains, maybe, a box of crayons and some pictures to be colored, another a cake of plasticine, another some wet beans and toothpicks, another some cut-out patterns and some small scissors, another a scrapbook, pictures, and paste, and another some stencils. The grab bag is used on special occasions only.

WORD PUZZLES

I make puzzles by writing a familiar word like "letter" on a sheet of drawing paper, cutting it in pieces, and giving it to a child to put together. If the word is rather long and difficult I put the apperception card before him to use as a guide.

"HAPPY CHAINS"

We made "happy chains" (the children's name for them) out of various beadlike seeds, such as rose hips, sunflower seeds, squash seeds, four-o'clock seeds, etc. I kept a box of these so-called "beads" in my desk drawer and used them in place of formal credit marks for good work, perfect attendance, good behavior, etc. Each child had his own string (a linen thread with a coarse needle attached) and his chain grew according to his merits. The beads awarded as credits one day were given out the following day before school, and the children were allowed to string them then, or later during the busy work period. It was interesting to watch the chains grow. Some of them were very pretty. We took pains to string them after a regular pattern, and we seldom used more than two kinds of seeds in any one chain. Rose hips and four-o'clock seeds were a favorite combination. The boys called their chains "strings of wampum," and were wont to count their beads as so much wealth. (I counted them so, too.) When his chain was completed, each child was allowed to wear it home and afterward at school as much as he

pleased. It was some trouble, of course, to keep enough beads on hand; it took some time to award the beads each day: but when I saw how hard the children worked to get their beads, when I saw their shining faces as they wore their beloved chains, I counted the time well spent.

"JACK-BE-NIMBLE" CARDS

For those who are quick and exact I have prepared a set of cards which we call "Jack-be-nimble" cards. Only those who have thoroughly prepared their daily lessons are allowed to come to my desk and get one of these cards. They are little surprises. One may have a picture of Jack and Jill pasted on one side and these words on the other, "Imagine that you are Jack. Write a letter to Old Mother Hubbard telling her all about how you and Jill came to take that tumble." Another may have a verse pasted on it with directions to learn the verse and then print it. Some contain questions on hygiene, others on music, arithmetic, drawing, or story writing. As soon as you begin preparing the cards you will have no difficulty in finding material and the children are overjoyed with them, especially the cards that have the pretty little pictures pasted on them.

MAKING CARBON PAPER

When no carbon paper is at hand, I let the children make their own. With a blue or black crayola pencil, they make long strokes from side to side of a sheet of paper, until it is a dark shade throughout. Use it the same as you use other carbon paper.

FURNISHING A DOLL-HOUSE

I save the tinfoil in which candy or soap is wrapped, and find good use for it in furnishing the doll-house which my pupils delight in making. The children use it in making silverware for the dining room and for mirrors in frames made from dark paper. Pictures of soft pillows, runners, centerpieces, etc., are found in the embroidery pages of household magazines. They are cut out and used in furnishing the doll-house. Pictures of rugs are also used. A basket of fruit is pasted to a standard and put on the table. In the second grade the children are old enough to draw these articles for themselves, but in the first grade they use the cut-out pictures.

FAMILIAR OBJECT LISTS

The children write lists of birds, plants, trees, and other objects with which they are familiar. They are encouraged to look at home and along the streets and write the names of the things they see. For the longest and most correctly written lists I give pretty cards.

COPYING STORIES

Mount short stories with easy words on cardboard. Have pupils copy in writing. Make into booklets with attractive titles and use for wall decorations.

CUT-UP NUMBERS

I buy six differently colored sheets of cardboard and rule into one-half inch, three-quarters inch and one inch squares, and oblongs one inch by three-quarters inch, one-half by three-fourths inch and one by one-half inch, or whatever size you like. The difference in size avoids the danger of getting the sets mixed if the cards are dropped on the floor. Mark plainly with ink the numbers to 100 for each set. Cut up and place in good sized envelopes, or boxes if you have them. The children arrange them by groups of ten to 100, counting consecutively by ones. Later they arrange them by twos, threes, fives, etc.

MOUNTING BALLOONS

Let the children cut strings for balloons from plain white paper. Give them different colored circles for balloons. They arrange these on black mounting paper, using their own taste as to location of colors and length of balloon strings. Give hectographed copies of a little boy. Let the pupils cut around the lines and mount him where the balloon strings meet.

MAKING A "WONDERBOOK"

My school was in a country district where there is no well-equipped library, and the "Wonderbook" the children made was a source of great pride. Take two pieces of cardboard of the desired size. Mine is nine by thirteen inches, but I prefer it larger. Make the pages one-half inch smaller than the cardboard covers on the sides and ends. Take linen or other cloth of the desired color

and fasten to the cardboard, letting it extend one inch on the inside of the back. Glue on plain paper to cover the edge of the cloth. A blank page may be used for the index and "Wonder-book" printed on the cover in fanciful letters. The children may cut stories, pictures, short poems, etc., from newspapers and magazines, and paste them neatly in the book.

PAINTING WITH GOLD AND SILVER

Nothing is prettier for decorations than tinfoil, but it is expensive, so I have used the following substitute. I buy a ten-cent package each of gold and silver aluminum powder and a small bottle of banana oil. Mix only as needed. A sheet of drawing paper with a coat of either silver or gold paint is for cutting Easter crosses and bells. The privilege of painting perfect spelling and number papers with this bright paint will prove a strong incentive for better work among primary pupils, and the paper may be used for weaving, chains, and the like.

CELLULOID DOLL

A small celluloid doll will supply splendid seat work. The girls will like to make clothes for it and the boys will like to make a chair, a bed, or other articles of furniture. At Christmas time the doll and outfit may be sent to a children's hospital.

PICTURE BOOKS FOR THE HOSPITAL

Feeling that I should like my pupils to experience something of the joy of giving, I had my little ones make books for the children in the city hospital. We saved the best of the toys made by free-hand cutting, pictures they liked, and paper dolls cut from magazines and fashion books. I bought six yards of dark green paper cambric, from which we made the books, varying in size from four by six inches to eight by twelve inches, with from six to twelve pages each. The books were stitched through the center by the eighth grade girls.

PAST TENSES OF VERBS

Write on the board the following verbs: "come, go, see, do, walk, play, jump, hear, feel." Have the children copy the verbs and in a parallel column write the past tenses.

IN THE TIME OF WASHINGTON

Tell the children about letter writing in the time of George Washington: how parchment and vellum were used instead of paper, goose quills sharpened to a point for pens, the sand-shaker, to sprinkle the sand on the thick wet ink (in place of a blotter), the inkhorn instead of an ink bottle, the linen thread (to tie up the letter when folded), the stick of red wax (with which to seal the package), and the candle with which to melt the wax. Explain how in those olden days there were no envelopes, no stamps, and no mailing system.

Let the children illustrate the story by making drawings of these various writing materials and writing the name beneath each.

MAY BASKET

Weave large mats (half or three-quarter inch strips) of colored paper. Roll and paste the mat to form a cone or a cornucopia. Paste a strip of colored paper on the top for a handle and use for a May basket.

HOLIDAY BOOKLET

Make a "Holiday" or "Special Day" booklet. The children illustrate the pages with drawings and cuttings. Here are suggestions: Cuttings of New Year's bells, the date, January 1, and the sentiment "Ring out the old, ring in the new;" spray of colored carnations for January 29, McKinley Day. Lincoln, Washington, and Valentine Days carry suggestions in their very names. The first day of spring (March 21). April brings Easter and "Paul Revere's Ride" (18th of April). Then there are Arbor Day, May Day, Decoration Day, Flag Day, Fourth of July, Labor Day, Columbus Day, Halloween, Thanksgiving, and Christmas.

KNIGHT AND CASTLE POSTERS

Tell the children the stories of the knights of old and the spirit of chivalry. Let them make knight and castle posters. Cut castles and knights on horses from black paper and mount on gray.

PICTURES FROM MEMORY

Ask pupils to cut free-hand and mount the cuttings of what they saw on the way to school; or draw and color a picture of what they saw.

HEART VALENTINE

Cut large equal-sized red and white hearts. Tie together one of each with a bit of ribbon or tinsel cord. Let the children ornament the red heart with free-hand cuttings of flowers, hearts and birds. On the white heart write (to be written on the board by the teacher and copied by the children)—

My little heart
Is always thine,
Because I am
Your Valentine.

MEMORIAL DAY WORK

Explain to the boys and girls the meaning of Memorial Day. Draw and color a large wreath of green leaves and within it write, "In memory of our heroes." Then write sentences about the brave soldiers who saved the Union.

COMPARING ADJECTIVES

Write a list of adjectives on the board and ask the children to write the comparative and superlative degrees. Some suggestions for a list are: "long, small, large, great, dark, kind, bright, tall, high."

THANKSGIVING WORK

Little people may draw a large oblong for a cellar, and in it write the names of the fruits and vegetables to be found in a cellar at Thanksgiving time: "potatoes, apples, pumpkins, squash, nuts, turnips, pears, and onions."

ATTRACTIVE LANDSCAPE POSTER

Directions for a poster: cut trees and birds free-hand. Mount on a landscape made as follows: upper half blue (for the sky), lower half brown and green (for the fields). Mount a tree or two and small birds flying through the air.

FILLING A WAGON

Draw a large oblong (for a wagon box). Add good-sized circles for wheels. On the oblong write the names of the fruits with which the wagon is supposed to be filled.

HEN AND CHICK POSTER

Make a poster of an old hen in a triangular coop and little yellow chicks all about her. Cut them free-hand.

SHOPPING LIST

Tell the children to pretend that Mother is going to the city, and to write a list of things they would like her to bring them.

LEARNING THE COLORS

Place dolls dressed in the different colors of the rainbow along the edge of the blackboard—red, orange, yellow, green, blue, and violet. Give the children a pencil, crayons, and a cardboard circle the size of a dollar. Let them draw circles and color them as the colors occur along the board. Later let them string colored wooden beads in the order of the colors of the dolls.

THANKSGIVING BASKETS

In a second grade the drawing scheme for the months of October and November included the drawing of common fruits and vegetables. The children had drawn free-hand with colored crayon all the common edible ones and had saved their best specimens. These were to be cut out and placed in "Thanksgiving baskets." The baskets were cut free-hand from paper nine by twelve inches. The ones I saw were cut from brown craft paper, but ordinary manila paper could be used and colored with crayon. The fruit was put into a fruit basket and the vegetables into a market basket. These baskets when fastened above the blackboard around the room made a very effective and seasonable decoration. The "putting in" of the fruit consisted of pasting the cut-out pictures on the back of the basket with a little showing over the top.

QUESTIONS AND ANSWERS

Write six questions. (Do not forget the question mark.) In a parallel column write the six answers.

CHAINS OF HEARTS

Cut many differently colored hearts and make a chain of them by pasting the point of one to the top of another; or fasten them together by strips of colored paper or narrow ribbons.

MAKING A THERMOMETER

The pupils are to examine the thermometer and by the use of a ruler, measure and make a thermometer. Draw the tube, and at one side make the division markings: 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100. They may note where the mercury stands and make their own thermometer correspond.

CUTTINGS OF OLD TIME OBJECTS

Make free-hand paper cuttings of old-fashioned kettles, fire-places, cradles, arm chairs, spinning-wheels, ox-carts, crosscut saws, axes, hoes, churches, log-houses, guns, sailboats, candles, and Pilgrim hats.

APPLES AND TREES

Let the children color and cut out apples of various sizes and write on them the word "apple," and the name of the color of the apple they have made—whether red, green, or yellow. Let them cut and color apple trees. Make the trunks of the trees long enough to fold over about half an inch at the base, and paste the trees on a square of pasteboard in rows for an apple orchard.

WHAT THE FLAG SAYS

Cut a flag six by four inches from a sheet of stiff paper. Color the staff brown. In the upper left hand corner mark off a square and color it blue, but not so dark a blue that writing cannot be seen on it. In this blue field write: "The blue says, 'Be true.' " Make even stripes of red and white, the white being the paper itself. On the red write, "The red says, 'Be brave.' " On the white write, "The white says, 'Be pure.' "

MAKING "TOWELS"

Take an oblong of paper five by two and a half or three inches. About an inch from the edge of the two short sides, make with crayons or paints a colored stripe (red, orange, yellow, green, blue, or purple). Make the stripe at least a quarter of an inch wide, and on both sides of the paper. Fold lengthwise. Then fold together the two short edges. Hold the paper thus folded and cut narrow slashes below the colored stripes for fringe. Stretch a cord across the top of the blackboard and hang the "towels" on it.

SENTENCES IN FLAG COLORS

Write three sentences, the first to contain the word "red," the second to contain the word "white," and the third to contain the word "blue." With crayons, draw red, white, and blue wavy lines beneath the words.

SLICED PICTURES

Collect good-sized picture cards of stiff paper. Cut them in slices. Let the children put together the slices and in the language class tell the story of the picture.

LISTS TO WRITE

Write a list of three things that are rough.
Write a list of three things that are smooth.
Write a list of three things that are soft.
Write a list of three things that are hard.
Write a list of three things that are prickly.
Write a list of three things that are sour.
Write a list of three things that are sweet.

BUNCH OF GRAPES

Have a reading and language lesson on grapes. Let the children draw a bunch of good-sized grapes, four on the first row, three on the second row, two on the third row, and one on the last row. Color the grapes purple and at the top draw a green stem and leaves. Cut out the outline of the bunch, and on the back write sentences, as "Grapes are purple. Grapes are sweet. Grapes grow on vines. Grapes are round."

FEBRUARY SENTENCES

Write seven sentences, the initial letters of which will spell Lincoln, or ten sentences about Washington in the same way.

STORY OF THE COCOON

Procure a cocoon if possible, and let the children examine and watch it. Let them draw pictures of it, and write a description of it. When the butterfly or moth emerges, let them paint a picture of it and write the story of the caterpillar and illustrate the several phases of its life.

MAKING A "HANDKERCHIEF"

Take a square of white paper. With a lead pencil draw a simple design all around the four edges, as a small scallop near the edges, and above it a design, as two vertical straight lines and a small circle, repeating all around the square, thus making a handkerchief design. Fold to form a small square like a handkerchief.

PILGRIM BOOKLET

The booklet was a series of illustrative drawings to tell the "Story of the Pilgrims." The cover had been hectographed and gone over with colored crayon. Page one showed the tossing waves of the Atlantic bearing the good ship "Mayflower." Page two showed the rock-bound coast of the New World with its primeval forest. Some little folks could not think the picture complete without an Indian wigwam. Page three showed a village of log houses in a field of snow with blackened stumps of trees. Page four showed the first harvest: a field of yellow corn piled into stacks. Page five showed the first Thanksgiving feast: a table spread with good things. Here also was an abundance of picture material to illustrate the season. There were a few very good poster pictures that had been cut from cover designs of magazines. There were historical pictures, also cut from magazines. The teacher had gathered a very good set of pictures illustrating the history story, which she used for language work. Each child was given a picture. He told in a few clean-cut sentences what he saw. Another told what was happening in his picture. Another what could be heard in his picture. Still another child became one of the characters in the picture and told his story in the first person.

WRITING ADVERTISEMENTS

Write an advertisement—"Wanted, a housework girl."

Write an advertisement for the "Lost and Found" columns.

Write a description of a "House for Sale."

STRINGING GRAPES

Let the children make balls of crushed purple tissue paper. String them all together with needle and thread into the semblance of a bunch of grapes. Add a green paper leaf and a stem at the top of the bunch.

DRAWING AND LANGUAGE

Use a sheet of drawing paper. Draw a line across it lengthwise; below this line color the paper a light blue for the water, and above it make masses of dark green for the trees on the shore. Cut small ducks from white paper and mount them as if swimming on the water. Color the beaks of the ducks yellow and put in black eyes. Write an original rhyme about the ducks. Suggest words that rhyme, as "quack, back; away, day; float, boat; white, sight; swim, trim."

"PUTTING UP" FRUIT

Talk about the canning season and getting ready for the winter. Let the children cut jars and jelly glasses and color them purple (for grapes), pink (for apple and quince), red (for currant), etc. Cut the jars and glasses long enough to fold under about a quarter of an inch and paste to a strip of cardboard for a shelf. The jars may be labeled "Grape," "Apple," "Quince," or "Currant."

TRANSFORMING A BAD BOY

I had one boy who had been the problem of all the teachers in this district. Many of them whipped him, but no one succeeded with him. I knew that the only way to do was to keep him busy on something in which he was really interested. The problem was to find what he liked to do. He would not read, and there were many other things he did not care about. At our local village school I ordered six drawing boards from the manual training department. They cost thirty cents each. I bought some good drawing paper and had the boys each get a ruler, drawing pencil, and compass. Then I told them that if they had a class standing of eighty-five they might draw in any of their spare moments. We first had some simple geometrical constructions. Some of the other things we have made are: modern house plans for the kind of a house each boy would like to have; the heating system of our school; a modern one-room schoolhouse; and home surroundings on a farm.

The boys are busy every minute, as there is a sort of rivalry in the work. They have had better lessons every day, and they are very painstaking in their drawings. The boy I mentioned first has been an ideal pupil lately, and has brought plan books to help me in the work.

BLUEBIRD QUILT

Trace outlines of a bluebird, which may be found in Normal Instructor-Primary Plans, on unbleached muslin squares. Give these squares to children of grades two to four to be worked in blue silkateen thread. Later the squares may be made into a quilt, which may be sold and the proceeds devoted to the library fund; or the quilt may be given to a hospital.

ALPHABET CARDS

Alphabet cards five by seven inches with both the capital and small letters in script prove of much value. I write on the reverse blank side a little lesson story something like this: "See the kite. It is made of paper. The frame is made of wood." In the corner I put a picture of a kite.

TRACING AN INDIAN HEAD

Save the pasteboard backs from tablets. By use of a pattern trace an Indian head (profile) upon the pasteboard. Color the face reddish brown with a black eye. Draw a line across the forehead and down back of the ears. On this line sew tightly real chicken or duck feathers for the Indian's headdress. Write a list of quaint Indian names on the board, and let each of the children choose a name for his own particular Indian, and write it on the back of the Indian head, as, "Black Eagle, Blue Horse, Gray Wolf, Red Fox, Chief Thunder, or Brown Bear."

POSTERS OF WILD GEESE AND DUCKS

Have a reading lesson about wild ducks and geese, their migration, and their manner of flying. Let the children cut geese and ducks free-hand from dark gray or black paper, and mount on drawing paper, the upper half colored light blue for the sky, the lower edge darker blue, and reeds, rushes, and cat-tails in green up to the horizon line, picturing the marshes over which the wild fowls hover. Mount the ducks and geese in V-shaped lines.

BUILDING NURSERY RHYMES

Children enjoy building rhymes with letter cards, as, "Pussy cat, pussy cat, where have you been?" which should first be printed or written on the board by the teacher.

MADE FROM TWO CIRCLES

I pass drawing paper, pencil, and a large and small circle (large one about the size of a dollar, small one the size of a nickel). The little folk place the larger circle on the paper and draw around it, place the smaller one at the top of it, overlapping, and do not mark entirely around it, only down to the big circle. With ears and a tail added, they have either a kitty or a bunny (short ears and a long tail for a kitty, long ears and a "bob" tail for a bunny). Let them print or write the word "Bunny," or "Kitty," under the picture. They sometimes prick around the outlines with a pin.

SUGGESTIONS FOR SEWING CARDS

September—Apple.
October—Pumpkin.
November—Wigwam.
December—Stocking.
January—Eskimo house.
February—Hatchet.
March—Rabbit.
April—Umbrella.
May—Chicken.
June—Watering-pot.

ROBIN POSTER

With pencil or crayon (black or brown) make with arm movement light ovals (nest shaped). Trace round and round very quickly, making the lines heavier at the outer edge. Cut robin's eggs from greenish-blue paper and paste in the nest. Teach the verse written below, and have the children write it on the back of the nest or on an extra sheet fastened to the back:

There's a wee little nest in the old oak tree,
Safe and high, safe and high,
There are three little eggs blue as blue can be,
Like the sky, like the sky.
There the dear mother bird keeps them warm 'neath her breast,
'Neath her outspreading wings safe the blue eggs do rest,
There'll be three baby birds in the wee, wee nest,
By and by, by and by.

WRITING THEIR NAMES

Give each child a slip of paper with his name written on it in large letters. Have the children copy their names until they can write them without the copy.

CUT-OUTS OF DOGS

Have a reading and language lesson about the dog, and have the children cut out and color large dogs, and on the back write the name of the dog, chosen from a list of dog names written on the blackboard.

PILGRIM CLOTHESPINS

Dress clothespins in gray crepe paper, with white circular paper collars and broad-brimmed paper hats for Pilgrim men; and in full gray paper skirts, white paper kerchiefs, and little gray or white bonnets for Pilgrim women.

PRIMARY NUMBER DEVICES

Cut manila cards four inches by six inches. Place on these number work similar to the work given in the class.

A box of toothpicks which have been colored with red and green dye will be found very useful in laying number work on the desk. To impress the idea of groups of two's, four's, etc., have the children lay the sticks in groups of two red and two green alternately, and so on.

IN THE HAYFIELD

Make many haycocks to represent a hayfield. Draw on paper and cut out. To draw a haycock make an irregular curve with a flat base. At each end of the base, draw a short slanting line downward and connect ends. This base is to be folded back for the haycock to stand on.

HECTOGRAPH DESIGNS

Here is one way to get hectograph copies of pictures. Take any picture and put it against the window so that the light shines through it. Lay a paper over it and trace the outline with a lead pencil. Go over the tracing with hectograph ink. Now your picture is ready to put on the hectograph for copies.

HAS IT EVER OCCURRED TO YOU?

1. That rustic chairs and settees can be made of little twigs fastened together with tiny tacks or short pins?
2. That a funny little owl can be made of a round peanut and a feather?
3. That queer little bugs can be made of pumpkin or watermelon seeds, with bits of broom corn for legs?
4. That a small square box, blackened with ink, having a gray or white disk pasted on one end, and a narrow bit of black leather pasted on the top for a handle, makes an easily recognized little "play" camera?
5. That a clever boy can evolve a little secretary from a chalk box by cutting in the sides, using the lid of the box to make the desk and pigeonholes, and pasting neatly upon the desk part an oblong of red or green woolen cloth?
6. That the dampened petals of an artificial red or pink rose will often supply a bit of needed color, if no water color paints are handy?
7. That little feather dusters may be made of fluffy chicken feathers fastened at the end of a small smooth stick by a bit of fine wire?

PATRIOTIC SCENES

1. Cut or paint Betsy Ross at work upon the first flag.
2. Cut or paint the story of Barbara Frietchie and Stonewall Jackson.
3. Cut or paint the story of Paul Revere galloping through Concord to warn the people of the British attack.
4. Cut or paint the story of Pocahontas and John Smith.
5. Cut the scene of Washington crossing the Delaware.

RECOGNIZING DRAWINGS

Soon after the first graders enter school I give them drawings of houses, ladders, lamp-posts, bird-cages, windows, fences, beds, chairs, tables, trees, boxes, etc. I ask them to see how many of these objects they can give the name of when I am ready to ask, and what they can tell me about any real objects like them which they have seen. You would be surprised to see the interest aroused throughout the room by this exercise whenever I take a moment to see what has been found out.

PATRIOTIC WORK

1. Cut or paint patriotic emblems—soldiers' tents, caps, shields, drums, guns, cannon, swords, and knapsacks.

2. Cut the Liberty Bell. On it write "1776—1918," and beneath it the words "Let Freedom Ring."

3. Cut and paint our flag and the flags of the best known nations. Fold little tents and paste one of these flags above each tent.

4. Make flag booklets, painting the covers red, white, and blue, and writing patriotic gems on the inside.

5. Make little booklets in shield form.

6. Cut and paint patriotic badges in pennant form. Decorate with stripes of red, white, and blue.

7. Cut shields of white paper, mount on a shield of blue just a little bit larger. On the center of the shield paste the oval containing Washington's picture cut from a canceled stamp.

8. Cut circles to represent the great seal of the United States. Write beneath "E Pluribus Unum."

9. Cut and decorate the seal of your state and write the state motto below.

10. Make hero booklets by cutting from canceled stamps the pictures of Lincoln, Washington, McKinley, and other great men. Use the figures on the stamps and the various designs to form artistic decoration for the booklets.

11. Cut and paint the various official flags of our nation, such as the wind and weather flags, signal flags of the United States navy, etc. (Dictionary gives illustrations.)

12. Cut and decorate all forms of national currency and postage.

13. Cut and paint our national bird, the eagle.

WORK FOR FEBRUARY FOURTEENTH

For the little ones cut small hearts from stiff cardboard. Let them place these patterns on paper and mark around the edges.

Older children may construct larger hearts. On these appropriate mottoes, as "Be punctual," "Be kind," may be written, and the hearts decorated with bows of narrow ribbon. Each child may select a heart, and adopt the motto inscribed upon it for his own during the term.

Ask the history class to prepare a list of men and women noted for their greatness of heart. Also a list of men and women noted for their heartlessness. Lead them to draw comparisons.

FIRST YEAR WORK

1. Take manila paper cut in strips six inches long and four inches wide. Draw a design of a fence with two colored pencils. Pass the strips to pupils and have them follow the design with colored pegs.

2. Cut four-inch squares of manila paper. Have one-half inch squares cut out of colored paper. Let pupils paste these on the large squares in designs which may be original or placed on the board for them to copy.

SOLDIER CAPS

Soldier caps may be folded from squares of red or blue paper. Fold square on one diameter. Without opening, fold on the other. Holding the four free corners toward you, fold back three of them to opposite corner (on diagonal of that small square). Fold the remaining free corner in the same manner back on the other side, completing the cap. The pupils may prepare large caps from brown paper for use in the marching.

FIVE CENT CLASSICS

To provide occupation for the pupil who is always through his work first, a library of five cent classics in the room is most useful. I disliked at first to put dainty books into the children's sticky little hands, but one glance at the delighted faces, and all scruples vanished. On stormy days, the children get considerable profit in reading to each other from these books.

MUSIC HAND-WORK

Write a few bars of music from your favorite song.

Cut or paint musical instruments—horns, drums, violins, guitars, banjos, harps, organs, or pianos.

Write the music of lullabies or songs of childhood.

Make a booklet entitled "Our Old Friends," and write a stanza from old favorites, such as "Home, Sweet Home," "My Old Kentucky Home," etc.

DAYS OF THE WEEK

Teach the names of the days. Let the children write sentences about the different days, as "We play on Saturday." "We go to church on Sunday."

PUSSY WILLOW ANIMALS

Study the pussy willow from nature. As the buds drop off, glue them to sheets of drawing paper and add heads, legs, and tails with pencil. Chickens, ducks, cats, bears, etc. may be made, using the pussies as bodies.

PUNCHES AND TRACING-WHEELS

I would not be without a punch and a tracing-wheel to help make my busy work. I use the punch to make holes in ribbon hangers, etc.; the tracing-wheel for marking folds in cardboard screens, folders, etc., that would be difficult to fold accurately otherwise. Also, I make perforations on paper so that the children may separate little squares which we call our "stamps," which are used as rewards and little gifts. In the center of each "stamp" we paste a picture.

FANCY CANDY BOXES

I asked my children to bring to school a collection of pretty candy boxes. You have no idea how much more interesting the letters and words and numbers for busy work appear when they are passed in pretty boxes. I use the boxes also for shells, horse-chestnuts, or bright colored buttons, for counting and number combinations. The children delight to see the boxes neatly arranged on the seat-work table.

PAPER LANTERNS

If your room is dark or dingy there is nothing that will help to brighten it more than one or two strings of small colored lanterns which the children can make. Take half a sheet of drawing paper four and one-half by six inches. Place it lengthwise on the desk. Put on a rainbow wash of blue, yellow, and red, allowing the colors to run into one another. In second or third grade work a wash of clear water may be put on first and the colors run in so as to give the "stained glass window" effect. When the colors are dry, fold the paper from bottom to top and crease. Draw a line about half an inch from the top, then with the scissors cut, from the fold to this line, strips about a quarter of an inch wide, being careful to leave a border strip at the side. Open up and paste the two edges together. Make strings of the lanterns to hang about the room.

COLORED LENTILS

I have squares of cardboard that fit the tops of the desks in my room. These cards have holes punched in them in regular rows, each hole just large enough to allow a lentil to lie in it. I give directions to fill the top row with red lentils, the bottom row with blue lentils, etc. Also I give number directions, such as to place one lentil in the top row, two in the second, three in the next, etc., beginning always at the left edge. Sometimes I give suggestions for design work; at other times the children work out designs themselves.

WORD DRILL

When the children come to school in the fall, I hectograph on heavy paper the words they learn and supply each child with an envelope containing them. I add weekly to the collection. The words thus collected are used in various ways. I sometimes write a list of the words on the board and ask the children to duplicate the list at their seats with the words contained in the envelopes. Sometimes I write sentences and ask the children to follow these and read them. Sometimes I ask for original sentences to be made, and I pass about the room and read the "stories" to the whole school.

FROSTED PICTURES

Children delight in the so-called "frosted" pictures and cards. Their enthusiasm is great when they can make these themselves. I have found that a solution of Epsom salts and water will make the desired "frost." The mixture must be made thick enough to spread well. Apply with a camel's-hair brush. When the cards are thoroughly dry, they can be handled safely. I have used this "frosting" very successfully in decorating cards and making snow-scenes, and snow-covered mountain-tops. In intermediate geography teaching, the study of the Eskimo lands and other cold countries may be made more interesting if the imitation ice and snow are used in pictures.

SORTING COLORED MATERIALS

After lessons on the standard colors much seat-work is necessary before pupils use paints and blend colors. Fill paper bags with bits of paper, ribbon, yarn, or cloth, in the standard colors. Give to the little ones to sort.

PICTURES OF SNOWFLAKES

Let the children gather large snowflakes on black paper or cloth. Then, after a more or less extended period of delight in observing their varied and exquisite beauty, let them reproduce these forms, from memory or from nature, at their seats or on the blackboards. Follow up the experience with snow crystals by letting the pupils watch the formation of artificial crystals made from common alum. To boiling water add more alum than the water will dissolve. If possible, use a glass beaker for the solution, so that the children may watch the whole process. Hang a string in the saturated alum water while it is still warm. Lovely crystals will form about the thread within two hours. The pupils may draw representations of these crystals.

CHECKER-BOARDS AND THEIR USE

For drill in measuring and accuracy I allow my first grade children to make checker-boards. The children mark off their papers into inches and the marks or dots are connected by ruled lines. The little squares may be filled in alternately as on a real checker-board and the whole pasted on a board and used with black and white buttons.

Also, instead of filling in the squares, I let them put numbers into the blank squares according to direction, as, for example, counting by two's, three's, or four's. Letters, designs, or drill problems may be placed in the squares.

SPELLING BOOKS FROM PICTURES

To create an interest in spelling I gave out small pictures cut from magazines. These the class pasted into books and began to find the objects in the pictures, writing the names of them in the books as fast as they could learn to spell them. They took pride in filling out the book as soon as possible. After the first spelling, which needed help from me or the children's parents, the children were expected to write all the words a second time, in school, without help.

WALL PAPER CUT-OUTS

Distribute pieces of wall paper. . Cut vases, pitchers, bowls, plates, etc., utilizing the design of the paper to the best advantage.

SEWING CARD REPRODUCTION

Prick holes in long or square pasteboard cards. Draw a design on the board. The pupils may copy it by drawing silk or yarn through the holes to reproduce the blackboard outline.

FURNISHING DOLLY'S BED

Provide a doll's bed and let the children furnish it. They can make sheets, blankets, pillow-slips, and tack little comforts.

WORK WITH MAPLE SEEDS

Distribute boxes containing maple seed wings. Let children mount them on paper and see how many insects and animals they can make by adding heads, antennae, and legs. The result will be grasshoppers, beetles, lightning bugs, and some even will be ingenious enough to produce a bird. At other times, use the wings for the laying of original borders and designs.

FILLING SPACES WITH PICTURES

Hectograph reading lessons and leave the noun spaces blank for the children to fill in with correct pictures. Short stories are best. Prose versions of Mother Goose Rhymes are well liked.

RESEARCH WORK

I write on the board some question or questions which will require time and thought, and the pupils who have extra time look them up in reference books or encyclopedias. Often I sprinkle in questions as to etiquette, and the children are greatly interested in discussing these.

SPRING MOVING DAYS

Sometimes, in the spring, we have "moving days." The children have cut from furniture catalogues pictures of all kinds of furniture and have put them into envelopes. For moving day the children make with pegs in the center of the desk a moving van and pack it closely with the paper furniture. On the number table, which is about eight feet long, I have laid a piece of blackboard cloth and some pieces of crayon. The children go and draw the "new houses," arranging the rooms as they like. When the houses are ready, the furniture is moved in and arranged.

DURABLE PICTURES

I take magazine cover pictures and paste them upon white cotton cloth, with flour paste. The cloth is of the exact size of the picture. When thoroughly dry, I cut the picture into irregular shapes and put each picture into an envelope. The children put them together and write simple little stories.

HOMEMADE ALPHABET LETTERS

Cut alphabet letters from advertisements and mount them. One way they may be used is to write a pupil's name on the board and let all the pupils copy it.

TESTING KNOWLEDGE OF THE CALENDAR

Distribute boxes containing slips with the names of the days of the week, months of the year, seasons, and holidays. The pupils are instructed to arrange these on the desk in proper order. Older pupils may write sentences concerning each name. Vary this by adding to the names of the months other slips containing the number of days in each month. After placing the months in their order, the pupils may place the proper number of days beside each.

CHAINS WITHOUT PASTE

To lock the links of paper chains, fold down one end of a paper strip about a quarter of an inch and cut out a narrow slit about two-thirds across; on the other end cut in on each side about one-third across. Now fold the two tongues under, insert through the other end from above, and straighten out the tongues.

INDIVIDUAL SAND-TABLES

Fill shoe box lids with sand and distribute. With the aid of a few evergreen twigs, pebbles, and some tinfoil, we have represented mountains, hills, valleys, peninsulas, islands, rivers, bays, and lakes, not to mention the customary uses of sand-tables.

WEAVING RUGS AND HAMMOCKS

Strips of lining or calico, or string and yarn can be braided, and woven into rugs and hammocks over pasteboard looms.

USES FOR OLD CALENDARS

Calendars provide good cutting. Distribute old calendars and as training in accuracy, let the pupils cut out the squares containing the figures. At another period let them cut out squares of pasteboard to match, afterward mounting the figures. On other squares let them make the signs *plus*, *divided by*, *times*, and *minus*, and later distribute a box of figures and signs to each pupil to see who can make the most problems.

QUOTATION CALENDARS

I have seen quotation calendars used in many delightful ways. One way is to allow the children to punch holes in one corner of a plain card, tie a bit of ribbon in the holes, and then paste a quotation from a calendar neatly on the card. Perhaps a flower-spray from a sheet of embossed pictures is added, and the whole is used as a little gift for closing day or other occasion.

SCHOOLROOM HOLIDAYS

COLUMBUS DAY

IMPROMPTU PROGRAM

ON OCTOBER the twelfth I told my pupils the story of Columbus, using the story in Normal Instructor-Primary Plans October, 1915, as a guide. I let the first grade pupils make boats and the second grade help them cut and color Indians and white men. I then had the older pupils, who had studied geography, mark out on the sand-table Europe on the one side and America on the other, leaving the Atlantic Ocean between. The first graders then stationed their ships in the ocean and placed their white men on the edge of the American shore and the Indians farther back and facing them. The second grade had a reading lesson from the board on Columbus. In the afternoon I mounted the picture of the young Columbus which was in the magazine, and distributing the smaller cuts, had the older pupils paste them on sheets of paper and write a sketch of his life for a language lesson.

The day's work made a lasting impression on the children and yet they were not burdened with getting up a program. It came, rather, as a complete surprise to them and they enjoyed it because it made attractive their lessons in language, reading, and geography.

WORK FOR THE MONTH

We cannot think of Columbus without thinking of such great things as courage and patience; so let the month of October be a "try, try again" month. Trying will help us to find a world—the world of happiness and success. Every day I tell short stories of Columbus. The day I tell the pupils of the voyage across the ocean I try to bring the flavor of the seashore into the schoolroom. On that day I bring shells of all kinds and sizes which I have collected from different places; I request the children to bring shells and pebbles of all colors, if they happen to have a collection. We

arrange them artistically in the window. I also ask for starfish. I take a fish net and drape it across some bare corner of the school-room and to this net I fasten the starfish.

During the hand-work period we construct small boats; of course it is fully understood that these are Columbus's ships; we place them here and there in the room. We make a pretty blackboard border of ships and sea birds. Our sand-table represents the voyage. In one far-away corner of our room we make a wigwam; this is the home of the Indians that Columbus met first. We use a large chair for Columbus's ship by nailing some sails to it. We learn to dramatize the entire story; every girl likes to act the part of the lovely queen.

During the study period we make booklets in the shapes either of wigwams or ships; these we use for arithmetic and spelling. We have our room beautifully decorated with all the bright colored leaves we can find. I construct the word "Welcome" by pasting and mounting leaves of the sumac. We paste leaves in the form of wreaths and anchors on dark paper to pin on the walls; we wreath the pictures with leaves, and we run leaves up and down the picture cords. The guests are entertained by songs, poems, recitations, and reproductions of the story of Columbus.

HALLOWEEN

PRIMARY SCHOOL PARTY

I decided to celebrate Halloween by having a little party and inviting the children of the intermediate room. During the week we made jack-o'-lantern boxes that were to be filled with pop corn; some yellow pumpkins with faces that were to decorate the napkins; some small pointed hats for the apples; some witches, on the backs of which were written fortunes, and some doilies which consisted of large squares of white paper with a brownie design in one corner and black eyes, nose, and mouth drawn in the center, over which the hole in a doughnut would just fit. We decorated stationery for the invitations. There was a yellow pumpkin with green leaves at the top of the paper and on the flaps of the envelopes. The pupils of the grammar room wrote the invitations for us.

We stood as our guests came in and sang:

“Good afternoon to you,
Good afternoon to you,
Good afternoon to you,
We’re glad that you could come.”

The seating was arranged so that every other child was a guest. We first passed scissors, black crayola, one sheet of orange colored construction paper, and a piece of cord to each child. I then gave directions and all made jack-o’-lantern masks to wear Halloween night. We then served our refreshments, some of the little girls and boys doing the serving. First the napkins were passed, then the doilies. The doughnuts were placed over the face on the doily, then came the boxes of pop corn, and the apples with funny faces and pointed caps.

While we were eating, a fortune teller came with a basket of black paper witches. Each child drew a witch and the fortune teller read the fortune so that all could hear.

The refreshments and fortunes completed, we all stood and sang:

“Good-by, good-by to you,
Good-by, good-by to you,
Good-by, good-by to you,
We hope you’ll come again.”

FROLICS FOR OLDER PUPILS

Halloween Pie. Take a tub or large dishpan and fill it with sawdust. Bury in the sawdust a number of slips of paper, each slip having a fortune written on it. The pan is covered with pasteboard tinted to make it resemble nicely browned pastry. Each in turn dips out for himself a large spoonful of pie.

Nut Tree. A small bush is used for a tree. From its branches hang a number of gilded walnut shells. Each shell has been split with a sharp knife, the meats have been removed and a humorous command to perform some stunt has been placed inside, and the shells glued together again. The players are blindfolded in turn and given a pair of scissors. Each cuts a nut from the tree, and the stunts produce much merriment.

Pumpkin Seed Party. Six tables are arranged and tally cards are provided.

At Table No. 1 half of a pumpkin shell is filled with beans mixed with pumpkin seeds. A small spoon is used to remove the contents from the pumpkin to a plate in front of each player. The

players are not allowed to hunt for pumpkin seeds until these are upon their own plates. The couple finding the most pumpkin seeds progress.

At Table No. 2 half of a pumpkin is filled with apples and pumpkin seeds. The pumpkin seeds are to be driven into the apples. The couple which first succeed in placing fifty seeds in their apple progress.

At Table No. 3 are pumpkin seeds and pins of various sizes. The couple who make the most animals from these progress. It is better to state what animal is to be made, as a pig.

At Table No. 4 each person takes ten from a bowl of seeds and engages in the old game of "Up Jenkins." The couple winning the most seeds progress.

At Table No. 5 a conversation is carried on and, as at Table No. 4, each person has ten seeds. Every time any one is trapped into saying "yes" or "no" a forfeit of a seed is paid. Those who hold the most seeds at the end of the time progress.

At Table No. 6 the seeds are carried on a knitting needle from a pile in the center of the table to a plate in front of each player. The couple having the most seeds on their plates progress.

THANKSGIVING

"FATHER, WE THANK YOU" CHART

In our second grade we greatly enjoyed making a chart which we called a "Father, We Thank You" Chart. We took a large sheet of bristol board and in plain printed letters placed at the top "Father, We Thank You." This was large enough to be seen all over the room. Then we talked about the things in each of our lives for which we were thankful. After this talk the children were requested to bring the picture of one thing for which they would give thanks when the happy "Thank You Day" should come.

Our completed chart made a very good appearance. On it were seen the following pictures, representing some of the things for which the children's hearts went up in a spirit of thankfulness: a house, a mother and father, a grandmother, a baby, a stove, and a well-filled table. Among the luxuries represented were an automobile, a horse and carriage, a vase of flowers, and a well-filled bookcase.

SAND-TABLE PILGRIM STORY

Never did I have a more enthusiastic second grade than at the time of our sand-table illustration of the Pilgrim story. In each week of November we had made something to contribute to our story picture, first Dutch houses, windmills, and quaint Dutch people; then dikes of stones and straw, the wide blue ocean, on which sailed the flat-bottomed Pilgrim ship, Pilgrims, pine trees, log cabins, Indians, etc. One little lad brought a small table and benches made by his own hands. On this the children arranged plasticine dishes, fruit baskets, wild geese, etc., to represent the Thanksgiving feast.

GIVING TO THE NEEDY

We decided to call on the sick, old, and crippled people of our district and take each of them a Thanksgiving basket. Each child was asked to bring some edible, as apples, a pumpkin, or a cabbage. The day before Thanksgiving they came, some with market baskets full, some with express wagons full. We had four bushel baskets full of vegetables, canned fruit, butter, etc. A large crowd gathered at the schoolhouse for the program, which lasted about an hour and which strove to emphasize Thanksgiving as a sacred day. At three o'clock one of the farmers of the district came with horses and wagon and took the school to deliver the products. Some of our program was repeated as we called at the different places. As we rode along the children sang "Brighten Some Pathway as You Journey Along."

STUDY AND A PARTY

In connection with our history work last November we made three posters. These occupied conspicuous places at the front of the room. The Indian poster had a small part of the ocean and a bit of the forest showing, but the largest portion was occupied by Indians, large and small, playing and working. The canoes, wigwams and trees were cut free-hand, but the figures of the Indians were traced and colored.

The second week in November we were ready to study Holland, and we made another poster. This one the children liked best of all, and it certainly was attractive with its blue sky, canals, and low red houses, fat geese, and gentle looking cows.

We were now ready for the Pilgrims, and we talked of how kind the Dutch people were to them, but how they longed for a country all their own and finally found it in America. As we developed the story each day, we added to our poster. The background of it was very similar to that of the Indian poster, but in the blue ocean we anchored the Mayflower instead of canoes, and Plymouth Rock was there for a safe landing-place. Rough log houses, a fort, and a church were in the background, and the shore was lined with Pilgrims, while a few curious Indians peeped from the woods. Drawings of corn, pumpkins, and turkeys were placed in a border above the blackboard.

On the afternoon of the party, the girls donned aprons, caps, kerchiefs, and cuffs made of white drawing paper. The boys wore Indian headdresses made of brightly colored paper feathers. We marched to the music of the phonograph through some of the other primary rooms. After we returned to our own room we sang Thanksgiving songs, told and dramatized the Thanksgiving story, and then came the crowning event of the day—the Thanksgiving feast. We covered our desks with paper napkins having elaborate turkeys in the corners. The little Pilgrim maids passed trays which held sandwiches, salted peanuts, and simple candy. Each child had brought several sandwiches, and the peanuts and candy we bought with money we had won for our school exhibit at the fair. Then came the surprise which some of the mothers had made—a small pumpkin pie for each child!

ORIGINAL PLAY AND STORIES

Last year I attended a Thanksgiving program in which the fourth and fifth grades combined the results of their language, history, story-hour, and music classes, for the purpose of entertaining their friends. The fourth grade took the First Thanksgiving Day for its theme; the fifth grade, the Universal Significance of Thanksgiving, *i. e.*, that man all through the ages has felt that he must give some expression of gratitude to the great Power which causes the bountiful harvests every year.

The fourth grade had read various stories of the Pilgrims' first Thanksgiving and the incidents leading up to it. After much discussion the best scene for dramatization was selected. This was reproduced by the children orally, then used for composition work, and finally dramatized. The scene selected was in Governor Bradford's home. Pilgrim fathers and mothers and Massasoit

and some of his Indian braves were there. Governor Bradford spoke of the wonderful harvest, the freedom to worship, and the other rich blessings which the Pilgrims had enjoyed in the new land. He had called them together now, he said, to appoint a day of Thanksgiving for their prosperity. He suggested that they hold services in the church in the morning, and then have a great feast. The Pilgrim fathers, falling in at once with the Governor's wish, promised to supply fish, fowl, and fruit for the feast, and the mothers gladly consented to prepare it. The climax of the scene was the joyful departure of the Pilgrims, and Massasoit's pleased exclamation, "Ugh! ugh! A Thanksgiving Day! A Thanksgiving Day!"

The fifth grade had read the stories of the Greek harvest celebration in honor of the goddess Ceres; and the Roman, in honor of Demeter. The story of the Jewish Feast of the Tabernacle was told; likewise the incidents of the English Harvest Home Festival, the Dutch Thanksgiving for their deliverance from the Spaniards, and the Pilgrim's first Thanksgiving. Every child in the class wrote at least one composition about one of these festivals. The best composition about each festival was selected to be read at the entertainment. The reader of each composition was dressed in costume, typifying the country of her celebration. Ceres and Demeter wore flowing white gowns, Ceres having a wreath of corn and grain, Demeter, leaves and fruit. The Jewish girl wore a red robe; the English girl, a colored full skirt, with a black bodice and long tunic, her braided hair intermingled with grain, leaves, and fruit; the Dutch and Pilgrim girls wore their well known costumes.

The rest of the program consisted of a song cycle, starting with the early fall songs and working up to a beautiful climax, the Thanksgiving Hymn.

CANDY FOR AN ORPHANAGE

Last year my primary pupils brought to school sugar, butter, milk, nuts, and chocolate. I brought two chafing dishes. The children cracked nuts, grated chocolate, and measured sugar (an interesting number lesson). Some watched and tested the fudge, others beat and cut it into squares and, last of all, some helped to pack it into a large box decorated with Thanksgiving paper cuttings. Then two boys took it over to the orphanage.

*CHRISTMAS***NEW WAYS OF DISTRIBUTING GIFTS**

1. A novel substitute for the Christmas tree is a snowman made of cardboard boxes (men's round hat boxes) and covered over with cotton. For eyes, he may have large raisins, and for a mouth, nose, and fingers, stick candy. Place a huge sack for the children's gifts at the side of the snowman. Games such as Drop the Handkerchief and Ring around the Rosy may be played around the snowman and he can remain for several days, giving joy to the hearts of the little folks.

2. The Magic Cave is another unique method of distributing gifts. For this a corner of the room is used and a screen or two will materially assist. Any large dried grasses and palms are handy to pile up on the outside. For the inside, crystallized wadding can be made to look like stalactites by pulling it into points, gumming, and sifting glass powder over it. This will give the effect of a crystal cave. At the door of the cave place a fairy with a wand in her hand. After making some mysterious movements with the wand, she may enter the cave and bring out a present, beckoning to the one for whom it is intended. Soft music may be played during the distribution of gifts.

3. The Fairy's Well is also a source of considerable amusement. All the gifts are put into a deep tub decorated around the outside with evergreens and grasses and made to look like a well. One or two short fishing rods are used to draw out the presents.

4. One Christmas we had a Jack Horner Pie. Each gift was wrapped and a long piece of cord tied to it. At the end of the cord was a card bearing the name of the receiver. The gifts were placed in a tub, the cards hanging over the sides. Over the top was a paper decorated to represent the crust. Each one drew out his present in turn, reciting meanwhile the rhyme of "Little Jack Horner."

5. Buried Treasures is another device. Remove the sand from the sand-table and place the gifts on the table; then replace the sand so that the gifts are all buried. Let each pupil take a toy shovel and dig for his treasure.

6. Then there is what we call a Magic Line. We stretched a rope across the front of the room and each child brought a present and tied it on. We blindfolded several children at a time and had them find the line and their presents.

7. While the pupils are out of the room hide the gifts, and just

before the close of school give each one a slip of paper on which is written a rhyme telling him where to look. In making these rhymes the furnishings of the room must be taken into consideration. Some of the rhymes or jingles which I have used are:

Hurry, hurry, do not lag,
I'm shut up in a paper bag.

I am as sly as any fox,
I've crawled under the lid of a box.

You will find me, I am certain,
For I'm pinned behind the curtain.

8. Have a pupil leave the room and while he is out hide the gift. All the pupils begin to sing some song which has been memorized. The pupil outside enters and begins to look for the hidden article. When he is "hot" the singing grows louder, and when "cold," softer. If the pupil does not find his gift by the time the song is finished, which rarely happens, he is allowed to go out again, and the object is hidden in another place.

9. Small pupils in brown tissue paper costumes representing snowbirds distribute gifts from a huge cotton snowball. One snowball was made over a frame, of which a pair of old buggy tires formed the basis. The tires were loosened from the rim, and one placed inside the other at right angles to it. These were held in position and the remainder of the frame formed by a network of fence wire. This was covered with stiff paper (old flour sacks), over which a layer of cotton was sewed. A piece of cotton was left loose to be folded back like a door over the opening left for the presents. The snowball was placed upon a table, over whose top cotton had previously been spread. A shower of powdered mica gave the whole the appearance of sparkling snow. Santa Claus wore an old overcoat trimmed with cotton snowflakes and cotton border, to represent snow.

SNAPSHOTS AS GIFTS

Most teachers like to remember their pupils at Christmas time, but the character of the gift is often a problem. During the fall term I carried my kodak to school and took snapshots of the children. Those of the same family I grouped together, to save films. I was very careful in the posing, trying to get the children into natural yet pleasing and attractive positions. After the pictures

were finished I mounted them on black paper, then pasted a small calendar pad under the picture, and a tiny brass ring on the back to hang it by. Not only were the children surprised and pleased with the little gifts but their parents were as well. Many of them asked if they might buy additional pictures and by selling them at a profit of two cents apiece I more than cleared the cost of my presents.

LIVING TREE

Each of my fifty pupils from six to twelve years old brought a large branch of cedar to school and decorated it with yellow and white paper chains, tinsel, and ornaments. To form the tree they stood in circles, towering one above the other, around the tallest pupil, who held a branch as large as the top of a tree. After forming this living tree the children sang a Christmas song.

PRESENTS LEFT DURING VACATION

Just before we went home for the Christmas vacation we hung a big red stocking in front of the fireplace, hoping that the *real* Santa would pay us a visit on Christmas Eve. And so he did, for when we came back to school at the close of vacation we found a fine football for the boys and a big doll for the girls.

INDIVIDUAL TREES

On one Christmas I gave each pupil an individual Christmas tree. On the way to school I passed a hillside covered with evergreens, among which were many small hemlocks about fifteen inches high. With a small hatchet I chopped off enough of these miniature trees for my pupils. They were carried in a bag to the school building, where each tree was made to stand upright in a tin can filled with sand. The trees were placed in the sand-table, the cans being buried in the sand; while the trees which were to be sent to the sick children were hidden in a closet.

The decorations for the tiny trees were necessarily on a miniature scale, and consisted of candy balls, toys, and animals, with strings of pop corn and candy beads. A handkerchief folded into a small package was placed near the center of each tree, and several little birthday candles were secured to the larger branches by fine wires. The forest was arranged in the sand-table after the children had gone home, and was concealed with a thick cloth.

On the day of the celebration after the program the cloth was removed and the candles were lighted. For a few minutes the pupils stood in almost speechless admiration, then at a suggestion from me they formed in a ring and moved slowly around the Christmas forest, singing a carol. One child after another was permitted to go to the forest and dig up the tree bearing a card with his name.

GIFT BAGS

We make bags and fill them with small gifts for the inmates of our County Home. The bags are made of fancy lawn or any pretty material and are suitable for workbags. Each bag contains a handkerchief, paper of pins, two apples, an orange, hairpins, and a box of candy, with any other articles the children can collect.

OUTDOOR TREE IN TEXAS

The December days are so pleasant in Texas that my school decided to have one large tree out-of-doors instead of a small one in each room. The prettiest and largest tree on the playground was selected for this purpose. All the rooms in the building helped to make the decorations and gifts to hang upon it. The Mothers' Club assisted by furnishing yards of tinsel and providing the treat of candy, apples, and oranges. For the program each grade furnished two numbers. We had recitations, a play, folk-dances, and choruses. A real Santa Claus came in an automobile and helped to distribute the gifts.

PLEASANT VACATION

On the afternoon preceding the day of our school celebration, after the pupils had gone home, one of the older boys covered the transoms in our room with dark paper and hung dark curtains at the windows. These were looped back, and the light came in as usual. That evening at home my family and I filled little Christmas boxes with animal crackers and candy, and made tissue paper packages of pop corn. These were carried to school early the next morning and put out of sight before the children arrived. A half hour before time for dismissal that day we began our Christmas program. We sang Christmas songs, told the story of Christ's birth as it is recorded in St. Luke, and told also several Christmas and Santa Claus stories. In the meantime I went about

the room, during a song, and dropped the dark curtains and lighted four colored candles on my desk. Then I suggested that if we went to sleep Santa Claus might come. While we sang a good-night song each head dropped on a desk. I continued with a soft lullaby and tiptoed about the room, putting one of the popcorn packages and one of the Christmas boxes on each desk. I clapped my hands and all awoke. The surprise and delight of the children repaid me for the comparatively small trouble and expense of the gifts.

GIFTS FOR SICK CHILDREN

My fourth grade made gifts to be sent to the hospital. From Normal Instructor-Primary Plans and various books I made a collection of nursery rhymes and illustrative figures, hectographing them on white drawing paper. The children colored these in soft tones with crayola, mounting each figure and its appropriate rhyme on a separate sheet of gray paper. The loose sheets were bound into a book and were sent away to gladden the hearts of the sick "kiddies."

PRESENT FOR THE TEACHER

This was my device for having good marks in examinations one Christmas month. I told the children that I wanted one present more than anything else, and that was 100 on their examinations. I bought a table Christmas tree and hung their 100's on it. They filled the little tree.

EFFECTIVE DECORATIONS

Had you seen our decorations last year, you would have agreed with us in thinking them beautiful. We got one roll each of red and green crepe paper, in the shades of the holly berries and leaves, and cut it in strips about one and three-fourths inches in width and the entire length of the roll. We fluted the edges by pulling them slightly between the forefinger and thumb. We festooned them about the entire room, twisting each one several times, and forming a center in the ceiling, where they were fastened with a large paper bell. I also decorated with paper stockings of two or three different sizes in various colors. The children cut these from patterns. We strung small bits of white cot-

ton on white cotton thread, leaving a space of several inches between the bunches. This we hung in the windows, just enough of it to have the appearance of falling snowflakes. From the outside especially it was very real.

CHRISTMAS FAIRY

One year we had a Christmas fairy. I borrowed from one of the boys a good-sized express cart and decorated it with evergreens and red crepe paper. One of the small girls was chosen for the fairy and she kept the secret well. Her costume was made from a square piece of sheet folded and the upper corners cut off. A hole was cut in the middle for the head; a narrow strip of red crepe paper full and sewed in the center finished this prettily. Red and green crepe paper bells were pasted down the front, back, and arms. This was worn over a white dress with white stockings and red slippers. She wore a crown of evergreen tied with red ribbon and in her hand carried a wand wound with red and green crepe paper.

The children had drawn names and each had bought a ten-cent present for the one whose name he drew. These presents, along with a pretty box filled with candy and peanuts, were piled into the cart. We had a short entertainment, and after that was over the door opened, admitting two boys pulling the cart, fairy, presents, and all. The fairy called each child by name and held her wand over them while they took their presents.

AN ORIGINAL PLAY

Last year our program was something like a play on a stage. When the curtain rose the platform was decorated to represent the living-room of a home, with five or six children putting finishing touches on a previously decorated tree. They chattered away as they would naturally do, working in some local color which the audience enjoyed greatly. After some conversation they decided that they would like a little entertainment as they worked, so one went to the piano and played a selection, another recited, another sang, and so on, until each had done something and the tree was finished. The father and mother were called in to see the work and praised the children's efforts. The mother reminded them that it was bedtime, but said they could stay up long enough to sing one Christmas song.

After singing this song they retired from the stage, and Santa Claus entered with his pack containing the gifts that were to go on the tree. He commended the appearance of the tree as he unloaded the pack, and made remarks on the gifts and the ones who were to receive them. We provided each child with a box of candy, and Santa brought in the boxes in a large clothes-basket, placing it beside the tree. After Santa's exit came the morning scene. The children rushed in pell-mell, followed by the father and mother. The parents took down the gifts and the children distributed them.

WHERE THERE IS NO TREE

I have known of instances where a tree could not be secured for the schoolroom. In such a case this plan gives a very pleasing effect. Decorate the walls with paper wreaths of holly and with paper poinsettias. Draw on the blackboard a large fireplace scene, having it extend to the top of the board. On one side of it draw a chimney and Santa Claus climbing in; at the other side draw a sleigh and reindeer. Place the gifts on a table just in front of the blackboard. Darken the windows, light a number of large candles, and behold! a room from which radiates the cheer and spirit of Christmas.

MYSTERY TREE

One year I told the children that instead of the regular tree we would have a "mystery tree." The novelty of the idea appealed strongly to them and they entered heartily into my plans. We decided that instead of the regulation fir tree we would have a pine tree, because pine trees seem always to be whispering secrets to each other. We found one that was just what we wanted, and fastened it securely in the center of the sand-table. We then covered the table with wadding, sprinkled it plentifully with powdered mica, and stood our Santa Claus doll of the year before beside the tree. Some of the children brought strings of tinsel ornamented with red and green balls to decorate the tree. I had purchased toys—none of them costing more than ten cents—and wrapped them securely in crepe paper tied with raffia. Gifts suitable for boys were wrapped in green paper, those for girls in red. The packages were of different shapes and sizes, and it was impossible to tell what they contained. On the morning of the

day we were to celebrate I hung them upon the tree where they remained until afternoon, curiosity rising to highest pitch. At the close of the afternoon session the pupils formed a line and marched around the tree, singing to the tune of a school song:

“Come, dear children, come with me,
Dance around the ‘mystery tree,’
Here we go, on tiptoe,
Round about, so merry, oh!”

After which each child, beginning with the youngest, chose a package from the tree, and a merry half hour was spent in unwrapping and comparing gifts.

LINCOLN'S BIRTHDAY

PATRIOTIC DECORATIONS

In February we always hang the pictures of Washington and Lincoln on the front wall and drape them with red, white, and blue bunting or with flags. Pleasing little borders across the windows are made from clusters of cherries and miniature hatchets cut from colored paper, or from white paper tinted with water colors or crayons. The children like to mold little clusters of cherries and paint them after they are dry and hardened. Interesting posters are made by cutting the outline of Washington's and Lincoln's heads from white manila paper. Paste this on a piece of red paper and then the red on a sheet of blue.

FEBRUARY SAND-TABLE

Early in February I begin to talk about the two great heroes to my little people. Then we begin to build our Lincoln home. First I secure a log cabin (advertisement), if possible. If not we use cardboard tacked to a box and marked off to represent logs by means of brown crayon. Near-by grow pine trees, and a “snake fence” of split rails, made from splinters from the woodbox, runs along the forest edge. One child brought a tiny carved spinning wheel and chair, others, toy squirt guns (homemade wooden ones), and pieces of animal skins to hang on the outside of the cabin as if for curing. In front of the cabin we built a camp fire of sticks

and brush over which we hung a tiny iron pot suspended from three sticks tied together. Some rough wooden chairs and benches, made by our boys, or by interested fathers and brothers, stood near the house; and scattered all about were small tree stumps.

We kept it for as long a time as possible and were sorry to give it up even to make Washington's home. For this we constructed a white, stately mansion out of a box and heavy cardboard, the children doing the coloring with chalk. A tiny grassplot of sod from the school yard was placed in front of the house. A fence made from tiny bamboo poles cut from an old screen partly obscured the orchard and gardens. The roadway leading to the house was built by the children, of sand outlined in pebbles. At one side of the house grew the garden and on the other the orchard—just branches set in rows. And there we put the historic cherry tree, partly cut and having the famous hatchet (made of wood by one of the boys) still sticking in it. I think the children got a very clear idea of the homes and the opportunities of these boys who became famous men.

AN INTERESTING PROGRAM

On February twelfth several children told the story of the life of Lincoln. One child told the story of the flag. We had a soldier song, the boys wearing soldier caps and carrying flags, drums, and guns. All marched around the room with flags waving. This, with a few readings, completed our entertainment, but everyone present pronounced it a great success.

GETTYSBURG ADDRESS GAME

Divide the number of words in Lincoln's "Gettysburg Speech" (264) by the number of pupils in the room. Write out the speech on slips of paper, allowing for each pupil as many words as the number you obtain by division. Distribute these slips among the pupils, being careful that those directly in a row do not receive slips with words that directly follow the ones on the slips held by pupils just ahead of them. The teacher reads aloud the words which would be contained on the first slip, beginning with "Four-score and seven," and the pupil holding this slip goes to one end of the blackboard, and after writing these words down stands with his back to the board. The game is then up to the pupils themselves; and that one who thinks his slip bears the words next

in order goes forward and writes them down directly in line with the others, and stands beside the first pupil, and so on, until the last word has been written down and the last pupil takes his place in line. Then the teacher reads aloud the correct wording of the speech, and if the blackboard speech is not correct the pupils are sent to their seats, the writing is erased, and they are given a chance to try again, each one keeping the slip he held at first.

VALENTINE'S DAY

SCHOOL-MADE VALENTINES

I bought a package of large white envelopes, several sheets of stiff red paper and a bolt of baby ribbon. We cut little kewpies from a children's magazine page. I spread the material on a busy work table and the children made some very pretty valentines. We decided to give them to mothers or little friends. The children addressed them and we went to the post office and mailed them.

VALENTINE POST OFFICE

Read aloud the origin and olden customs of St. Valentine's Day. Suggest that each pupil send at least one valentine. Set one or more pasteboard boxes in which fruit jars were packed up on edge to form a post office. Have as many pigeonholes as there are pupils, a name in front of each compartment. Appoint a postmaster, who keeps the valentines until St. Valentine's morning and arrives early enough to place them in the mail box so that the pupils receive them before schooltime. It is wise to request that no comic valentines be given. Many pretty valentines may be made from tissue or lace paper, silk scraps, celluloid, silver and gold paper, and scrap pictures.

OBSERVING FEBRUARY FOURTEENTH

During the week preceding Valentine's day the construction work consisted in making valentines, our guide being suggestions from various educational magazines. The children wrote invitations to the elderly people related to our school, and we planned to entertain them with story, song, and dramatization. By arrange-

ment with an especially interested grandpa of one of the pupils, he came in the impersonation of St. Valentine himself, told us about his life and work, and closed with an appeal to the children to act as his agents in carrying on the good work, offering some specific suggestions as to how it could be done in our community. This was a surprise to the children and most of them were given a new view of St. Valentine's day.

An elderly lady told the children of "Valentines when I was a schoolgirl." She showed them her first valentine, two hearts drawn in red ink with a verse in green written below. At the close of the entertainment the valentine box was opened. Each guest received a valentine bearing a sentiment such as "We love you," "Come again," "In the name of St. Valentine."

HUNT FOR CANDY HEARTS

I hid candy hearts wrapped in tissue paper in different places about the room, properly "addressed." The hunt for these was enjoyed. As each package was located, it was dropped into the post office box, and when I knew that all had been found, they were given out to the children.

WALL PAPER VALENTINES

From a wall paper sample book we take pages that have a decided pattern. Each child cuts out one of these pictures and this makes the face of the valentine. Then each one traces around his design on writing paper and on wall paper of a harmonizing color. A message is written on the writing paper and all three are tied together with ribbon, raffia or yarn. This makes a very pretty valentine.

FLOWERS FOR SHUT-INS

Last year the children in my room enjoyed Valentine's day more than any other day because they made some other people happy. When I told the children the story of St. Valentine, I said, "Children, how would you like to play Valentine to the poor sick people you know?" Of course every little hand went up, and "Oh, teacher!" sounded through the room. You know children love to do some cheery, helpful deed. We decided that the nicest thing to give would be "a bunch of lovely flowers." We made them—

lovely paper daisies, roses, and lilies, and gave a pretty bouquet to each shut-in in our town. Each bouquet was tied with red ribbon, at each end of which hung a heart cut out of red cardboard. This done, we started out on our mission of scattering joy and sunshine in darkened rooms. Each shut-in received a valentine, and if the person were not too ill the little ones gathered around and sang a sweet little song.

WASHINGTON'S BIRTHDAY

"THESE" CHARTS

A few days before Washington's Birthday my pupils were requested to bring in on that day pictures clipped from magazines and papers representing things not known by Washington. All pupils were on time, and before nine o'clock a large number of clippings were prepared for mounting. They were placed on a large sheet of cardboard bearing a view of the Washington Monument, the dates of Washington's birth and death, and the inscription, "Washington Never Saw These."

PARTY FOR LITTLE FOLK

Instead of the usual entertainment last year, we honored the memory of Washington by giving a party. Little invitations were sent out in the form of hatchets cut from red art paper, which said:

"Come to the Happy School
The 22nd for some fun
In honor of George Washington."

The school was decorated with flags and bunting, the pictures of George and Martha Washington hanging in conspicuous places.

For the fun there were many jolly games. The first was a cherry picking contest. For this we used a little green cedar tree set in a tub. All over its branches and twigs we had tied cranberries so that it looked like a miniature cherry tree covered with ripe fruit. Each one was given a needle and long thread and told to see who could pick and string the most cherries in ten minutes. The one having the longest string received a string of red beads as a prize.

A hatchet hunt came next. Tiny cardboard hatchets tied with narrow white and blue ribbons were hidden about the room. The children hunted till each had found ten of these, and only ten. On each hatchet was some letter in the word Washington. The object was for one to have ten hatchets whose letters placed in the right order spelled Washington. After the children had found their hatchets they tried to complete their words by exchange. The winner received a tiny red hatchet as a prize.

The next game was chopping down the cherry tree. A large green paper cherry tree with a hack in its trunk was hung up and each child was given a brown paper hatchet. Each in turn was blindfolded and turned around three times; he then tried to pin his hatchet to the hack in the cherry tree. When the contest was over it was amusing to view the little hatchets hanging in the branches of the tree or lying among the roots. The prize for the best chopper was a tiny hatchet pin.

While the phonograph played patriotic airs the largest girls passed sandwiches, cut hatchet shaped and tied with narrow red ribbon, and candy cherries.

DELIGHTFUL CELEBRATION

First of all, we decorate with flags, and everyone stops when he passes Washington's picture and gives a military salute. In the afternoon we have our usual exercises with one feature always of a recitation which has a sort of a refrain, "Washington, my Washington." The class stands while the reciter speaks, and when he comes to the refrain we all say it in concert, giving the central Washington picture the military salute each time. Then we have the story of Washington told in paragraph fashion by each pupil. After some recitations and songs each pupil gives a quotation from his writings.

At first we felt a timidity about asking for costumes, but obtaining a certain pattern of colonial costume and passing it from mother to mother, very inexpensive dresses are made of six-cent colored lining. The boys decorate their coats with gold fringe and brass buttons, and as a crowning feature wear wigs of white cotton. These are simple to make. We got the idea from a costumer. Rolls of cotton are stretched over a muslin cap made to fit the head. A black bow is tied at the nape of the neck and three or four curls are allowed to hang loosely. The girls powder their hair by touching it with a powder puff dipped in rice powder.

HOW ONE SCHOOL OBSERVED THE DAY

On the twenty-second of February we decorated the room with flags. On one window where there was plenty of light we made a large flag. We cut stars out of a sheet of blue paper, stripes of red paper, and the light was the white. On another window we pasted cherries cut from paper napkins and put two large hatchets in the center. We cut red and blue stars and made a border on the sash curtain. The children moulded cherries of a salt and flour mixture and painted them red. They made leaves and stems of green paper and gave one as a souvenir to each visitor. For opening exercises we used several little motion songs we had been singing. I chose five children to tell of Washington's early home, his school days, his life as a surveyor, of Washington the soldier, and of his presidency.

EASTER

POST CARD HUNT

On Friday afternoon before Easter Sunday we had an "Easter Hunt." But for once it was not for eggs. I had secured as many post cards, the ones with the cunning little rabbits, chickens, and eggs, as there were pupils, and having numbered them, placed them about the room as decorations. Slips of paper bearing corresponding numbers were passed by two children. They were then told that there was a post card in the room with each one's number, and as soon as he found his number the card was his.

EGG PRIZES

Ask the pupils to have their mothers blow out the contents from eggs used in cooking and allow them to bring the empty shells to school. The smaller the holes in the ends the better. Offer prizes of Easter eggs for a certain number of perfect lessons. Here are some ways to make the prizes:

1. Fill with tiny pieces of candy or fudge and seal with gold stars.
2. Decorate with scrap pictures pasted on.
3. Dip in Easter egg dyes.

4. Cover with gold or silver stars pasted on.
5. Draw faces: Indian, negro, nun, baby, brownie, etc., and make appropriate tissue paper headdress. Mount on pieces of stiff paper or suspend by a string.
6. Sprinkle a sheet of pastel cardboard with finely clipped green tissue paper. Cut into rectangles, and mount on this "grass" Easter rabbits made from shells with pasted-on ears and a bit of cotton for a tail. Paint the face on the small end of the egg.

BIRCH-BARK BASKETS

Let me tell you about the pleasant time I had with my pupils last year at Easter. With the help of an older pupil, I made a number of little birch-bark baskets. I put some candy eggs into each, and just as school was about to be dismissed, a pupil dressed as a little old woman, knocked at the door, and when admitted came in with a large basket containing the little baskets of eggs, which were passed to the pupils, each one receiving a basket.

To make the baskets, take a piece of birch-bark three inches wide and four long, fold down each of the four corners, draw together the edges of the folded corners at each end of the basket, turn up the ends at the bottom of the basket and holding them in position, sew them securely. Sew on a handle.

EASTER LILIES

First and second grade pupils may be taught to make very pretty Easter lilies. Supply them with white and yellow tissue paper, also a little green tissue, some fine wire for stems,—or little straight stems from trees can be made to answer the purpose. Thread will be needed, too, and scissors. The trumpet-shaped lily is made simply by taking a straight strip of the paper five or six inches in length and about three inches in width, and cutting five petal-shaped parts. Next tie a little ball or wad of paper securely to the end of the stem for the center of the lily. Then taking the strip you have cut for the flower, tie around this. The next step is to wrap the stem with the green paper. To arouse interest and excellence, say that you are afraid you cannot have real Easter lilies but that you are going to bring two or three nice large vases and want to fill them with their lilies, that is, if they are made so that when others see them they will think, "What lovely Easter flowers!"

EASTER WINDOW

We cut rabbits and eggs from bright-colored paper and pasted these on the glass to form a border around the window. In the center we pasted two large rabbits holding a basket of Easter eggs. On the window-sill we used a sheet of blue paper for a pond and placed upon it ducks and pond lilies. Around the pond we put tulips. All these were traced and painted by the children.

NESTS AND CANDY EGGS

On the Friday before Easter I took time to talk a little about the significance of the day. I had secured a quantity of tissue paper from our grocer (cracker and candy packing paper), and with this I arranged "nests" in little boxes we had been making from time to time as occupation work. I put colored candy eggs into the nests and gave a bunny with each box. We had made these, too, from patterns. There are many little "favors" that can be purchased, but the children are just as well pleased with the little tokens we used. The fun is in the surprise. I told a story as I passed about the room placing the boxes on the desks. With little children it adds to the enjoyment to ask them to put their heads on the desks while you distribute the little gifts.

RABBIT HUNT

We had a rabbit hunt last Easter. Placed on each desk was a card bearing the pupil's name; attached to the card was a string. Each child was instructed to follow this string and wind it on his card. The children began running here and there, in and out, joyous and happy, until they reached the end, and behold, a candy rabbit was the reward! The rabbits had been tied to the strings and hidden in nooks and corners.

*ARBOR DAY***BEAUTIFYING THE SCHOOL GROUNDS**

We observed Arbor Day last year in a very suitable manner. A new playground of an acre and a half had been added recently to the school grounds. This was cleared and cleaned on Arbor Day two years ago. Last year an effort was made to beautify this playground. About three weeks before Arbor Day it was announced that on that day each pupil of the high school and of the eighth grade might bring a tree and plant it. If no tree was to be had they were allowed to bring suitable plants.

On Arbor Day the pupils were called into the building to receive instructions. The day before Arbor Day the class in agriculture had measured the playground and placed numbered stakes at the places where the trees were to be planted. One number was given to each pupil, so that there was no confusion. The pupils were allowed to help each other, but each had to be the boss of his or her own job. After the trees were planted the teachers showed the pupils how the trees should be pruned, and every one pruned his tree. Thirty maple and several birch trees were planted and pruned in this manner.

Several flower beds were started. Ten lilacs, two snowball bushes, and several rosebushes were planted. Ivy and honeysuckle were placed before the outbuildings. A number of Boston ivy plants were placed in front of the schoolhouse.

Pupils in the lower grades brought rakes. They collected the paper and rubbish on the playground and burned it, together with a number of old stumps.

In the afternoon a baseball game was played and in the evening a literary program was given in one of the churches.

SPLENDID WORK

We have a pretty new schoolhouse, but when the carpenters had finished the directors apparently thought that all had been done. We found the entire lot set apart for the school ground covered with logs, brush, stumps, and fragments of building material. Several ugly stumps and a few small scraggy trees were left at the very door. About the first of January I received the announcement that hereafter our state was going to observe Arbor Day, and a few days later a program of exercises for the day was sent me. I read both to the children, carefully explaining what

was wanted of them, and telling them that children in every school in the state would be doing the same thing at the same time. I also told them that the parents and friends would be invited to be present that day. That was the magical key. It is strange that children will gladly labor for months getting ready for an hour's entertainment on a public day.

The big boys dug out the offending stumps and the worthless trees; the good trees were pruned and straightened. The brush and useless logs were piled and burned, while everything that could be used as stove wood was put in an out-of-the-way place for future service. The little boys and the girls hoed, raked, and swept until everything was in spotless order. A near-by neighbor kindly gave us permission to go to his woods and "help ourselves." We reserved a corner of the yard for a fine young elm, which was planted as a part of the program in the presence of our visitors. But the real work had been done previous to the afternoon set apart for the purpose. We now have our house surrounded by rows of beautiful trees, mulberry, elm, and oak. Our next work was a fence to enclose our ground.

CLEANING THE YARD

Our opening exercises during the week of Arbor Day consisted in the study of a few of our most common birds, bird and flower quotations and poems, and a study of common grasses. All of the recess and half the noon hour of each day were occupied in raking the school lawn and carrying dead leaves and other waste about the yard to a large pile on the edge of the road. The pile was covered with boards until Friday afternoon, which was Arbor Day. On that day the pupils brought sandwiches, wieners, and marshmallows, and at recess that afternoon we abandoned the school-room. The fire was lighted, part of the refreshments were roasted, and we all sat about on the ground and told stories while we ate.

ARTISTIC INVITATIONS

Use plain wall paper, cutting the paper about four inches wide by seven inches long. Fold in the middle. Draw a maple leaf on the front page, using green oil crayon. Finish edge of front by drawing a delicate line of green. Print the word "Arbor" above the leaf and the word "Day" below. On the inside of the folder draw a tree with crayons and print the word "Come" below.

MAY DAY

MAKING MAY BASKETS

One of the happiest times is May Day, when we all get May baskets. Such secrecy, and such fun as we have making them! A few days before we are going to distribute them everybody writes his name on a slip of paper. These slips are all mixed up in a box and each one draws a name. Some of the children make paper baskets; some make birch bark; some are made of cardboard prettily covered. Greens are used for foliage. Some baskets are filled with flowers; some have tiny candies. When the time comes for distributing every one is made happy.

FIRST OF MAY HAPPINESS

A few days before May we make May baskets. We use colored bristol board if this is supplied; if not we collect pound candy boxes and baby shoe boxes and cover them with colored crepe paper. If we use the ready-made boxes we shape wire to form a handle, winding it with a strip of crepe paper and sewing it to the outside of the box before the latter is covered. If we make our own boxes from bristol board, we make handles from the same material. Children from second grade up will often delight in making handles of their own design.

On May Day in the afternoon we walk to the woods for flowers. We take newspapers along in which we wet and wrap our flowers. After the flowers are gathered we choose our queen of May and crown her. (If you are lucky enough to pass a cherry tree, the blossoms will make a lovely crown.) Then I tell some stories while the children eat little cakes and crackers that suddenly appear from a mysterious package. We return to the schoolhouse with our flowers, and have a Maypole dance in the school yard.

Our Maypole is a long stick. At the top we tack streamers of colored tape. The children take their partners. The queen and her partner hold the Maypole as high as they comfortably can. Humming a familiar march, the children skip in and out between the streamers until they are plaited. Then they march to the schoolroom with their partners, the queen and her partner leading with the Maypole. We then arrange the flowers in our baskets. Of course one basket must go to every mother and the others are carried to our sick and older friends who cannot walk to the woods. One year we sent a dozen to the hospital a few miles away.

*MOTHER'S DAY***A CELEBRATION BY LITTLE PEOPLE**

One of the most successful methods I have found to procure the mothers' interest in the schoolroom and school work is to have a Mother's Day.

Naturally the room must look its best "before mamma sees it." Everything about the room is put in spotless perfection. The blackboard border is made of drawings of sunbonnet babies and overall boys. As you will want the visitors to inspect the work of the past term you will need little decoration, for the work you will put on exhibition will fill the wall space, window sills, and tables. Have the sand-table arranged the way the children like it best. The discovery of America by Columbus or the landing of the Pilgrims makes a splendid sand-table scene.

Have the children cut out and color small overall boys or sunbonnet babies for invitations. On the back of these may be written this invitation:

"Won't you please come to our program!

All the mothers will be here.

We will have, oh, such a good time!

Won't you please come, mother dear!"

Of course you will want to have a program. Why not let the children sing the songs they sing every day and know thoroughly? They may be old to you and the pupils, but the mothers will like to hear them. In place of spending time learning dialogues and fancy drills, why not have the children dramatize some of the every day stories and play a few of their games? You might give the mothers a brief talk on the value of dramatizing and also on the primary games, and this work will be appreciated so much the more.

For recitations, let the children give some of the little verses they have learned during the year, their Rainy Day verse, their Jack Frost verse, or some of Robert Louis Stevenson's poems. Have every child learn a quotation about "mother," and putting all these together, you will have an excellent program with the usual work and worry omitted.

After the program you may serve chocolate and wafers, or punch and wafers. If you can, give each mother a carnation as a souvenir. If your school is too large for that, let each child make a gift for "mamma," a recipe book, hat-pin holder, blotter, or any simple thing that will be useful.

SOCIAL IMPROVEMENT CLUB

Our school arranged a Mother's Day program and sent out written invitations to every family in the district. Many responded on the appointed afternoon. I had invited our superintendent over to help me on the occasion, and after the program he gave a talk on the advantages of an organization, and one was formed that afternoon. At the next meeting we elected a president, vice president, secretary, and treasurer. Meetings are held monthly, with dues of five cents. The club is known as the Social Improvement Club. We have had one supper which, together with the dues from about fifteen members, has given us a small sum to work on. New curtains and water jars have been purchased, and it was voted at one meeting to purchase a screen door and window netting. At the meetings the people have a social chat, talk over school matters, and a lunch of three articles is served.

OBSERVANCE BY OLDER PUPILS

The pupils of our fourth, fifth, and sixth grades sent out invitations to their mothers to be present on the next Friday afternoon. These invitations were in the form of carnations, made during the drawing periods, containing the following little verse:

“We invite you, mother dear,
On Mother's Day to visit here;
We love you dearly, and wish to show
Some of our gratitude, you know.”

Each mother was met at the door and a white carnation pinned on her. All the children wore white carnations of tissue paper made from a pattern given in Normal Instructor-Primary Plans. Our program was:

1. Song—“Mother.” By the school.
2. Carnation Drill—By ten girls in white crepe paper dresses with baskets of paper carnations.
3. Recitation—“Who Loved Best.”
4. Reading — “Somebody's Mother.” Given by one of the larger girls, while several of the smaller pupils, in costume, dramatized it.
5. Song—“Mother Mine.” By the school.
6. Recitation—“The White Carnation.”
7. “Mother's Pie ” A large pasteboard and paper pie contain-

ing something nice the teacher or pupils had heard each child say about his mother during the year was passed around and each mother read aloud what was on the slip she drew.

8. "Mother's Drill." By sixteen girls dressed in black dresses, with white aprons, powdered hair, and spectacles.

9. "Mother's Little Helpers." By four girls and four boys.

10. Contest—"Why I Love Mother." Compositions of one-half page, by three grades. As the grades were small these were read aloud and the mothers voted by number for the best, without knowing the name of the author. The child having the best received the bouquet of carnations on the teacher's desk.

After the program each mother was given an envelope neatly addressed to her and containing a real *billet doux* from her son or daughter.

MEMORIAL DAY

IN A PRIMARY ROOM

Memorial Day is always celebrated in our primary room very simply but prettily. I announce that we will celebrate Memorial Day and the children are each requested to bring a special bouquet of flowers on the following morning. We put our bountiful supply of bouquets into vases. I have many flags tacked here and there in the room. My blackboard border is either flags or soldier boys. A large flag is placed in front of my desk. Twined around the staff is a strip of blue and gray cloth and a garland of flowers. The Soldier March song, found in Riley's "Child's World," is sung while the children march and carry flags. The morning talk is about Memorial Day and why we remember it. Each child has the privilege of giving his own ideas at this time. The following exercise, which the children have studied several days, is repeated:

Boys—Blue our Northern soldiers wore.

Girls—And those of the South wore suits of gray.

All—

Entwined beneath our flag to-day,
With sweetest blossoms of the May,
Are these two colors, Blue and Gray.

Girls—

Under the sod and the dew,
Waiting the judgment day,
Love and tears for the Blue,
Tears and love for the Gray.

Then the children sing "The Battle Cry of Freedom" and "America," waving flags as they sing. During the story period stories are told concerning Memorial Day.

Throughout the different recitations of the day the best readers, spellers, or those that have perfect papers, have the honor of carrying a flag, or are presented with a beautiful flower to be taken home to mother.

The afternoon session is opened by Flag or May songs. Flowers are passed to every child in school, and then, to the children's surprise, six of our largest boys march in dressed like soldiers, carrying flags, one beating a drum, and another playing a short tune on a horn. The children cheer when they see the little soldiers. The soldiers march to the front of the room, I step to the organ, and we sing the Soldier March song. After the song is finished a march is played and the children march forward and present their flowers to the soldiers.

In the handwork period each child makes a crown of flowers to wear home. I have a dozen small half-hoops wound with green crepe paper. We tie flowers here and there on them and use them in a short drill; also some of us hold them to make arches for other children to pass through while singing. At the close of the school period I announce that all the boquets and a few of the flags will be sent to the cemetery to help decorate the graves.

DECORATING NEGLECTED GRAVES

I learned upon inquiry at my boarding place that a small, long-unused, and much-neglected cemetery was located only half a mile from the schoolhouse. Further inquiry developed the fact that four old soldiers lay buried there, and that, because all their relatives had either died or moved away, and also because the graves were so far from town, these veterans were never included in the honors paid to the soldier dead. Here, then, was my opportunity to teach, in a practical way, the proper observance of Memorial Day. We prepared, as usual, a program of recitations, drills, and patriotic songs. On the day previous to the one which we were to observe, I explained my plans to the pupils, inviting

them to aid by bringing flags, plants, and flowers for the occasion. They were at once interested and the following afternoon found us ready with four good-sized flags, wreaths of evergreen and flowers, and a number of potted geraniums. We marched from the schoolhouse to the cemetery, where, after decorating the graves which I had previously located and marked, we carried out the program prepared. The reverent spirit which prevailed proved to me that the desired impression had been made. Before we separated volunteers agreed to care for the plants through the summer, and I later learned that they attended to the work faithfully.

HONORED LIVING SOLDIER

One little girl in our room had an aged soldier grandfather living in her home, confined to his bed as the result of a fall. After consulting with his daughter and securing her approval, I told the children my plan, and they agreed most enthusiastically. Each pupil who could brought flowers, and on the appointed day we made a beautiful May basket from a small grape basket and green crepe paper, filled with their floral offerings. In the center we packed a tempting looking glass of jelly. Then with flying flags we marched to the old soldier's home, about three blocks away. After presenting our basket we gathered about the open window, in front of which his bed had been rolled. Here we sang our patriotic songs, and gave our flag salute, then marched quietly away. A few months after this, the aged soldier passed on to the better land. His daughter told me that our visit gave him a pleasure which he never tired of talking about. The impression made on the minds of the boys and girls was very strong, and Memorial Day held for them a different meaning thereafter.

PATRIOTIC COLORS IN SOUVENIRS

The little people at school are very proud of the few Civil War veterans that remain with us. Last year we planned something a little different from the usual bouquets for the soldiers to take home with them as souvenirs from the school. We used strawberry baskets. Each was painted green and moss packed in it. In the moss we placed several tiny bottles filled with water. We placed green vines in the moss around the edge of the baskets. In the bottles we placed red geraniums, white fever-few and blue violets; some baskets we arranged in stripes and some with a center of blue and circles of white and red flowers outside.

MEMORIAL DAY MONUMENT

My last year's Memorial Day program was divided into two parts. Part I consisted mostly of nature pieces, while Part II was entirely "In Memoriam." In the center of the blackboard we drew a large flag and eagle (by the use of a stencil), and wrote the program in red, white and blue.

About two weeks before the day we had the exercises, I talked with the children and they became very much interested in our soldiers, and especially in the unknown dead heroes. I suggested that we make a monument in their honor. This of course was pleasing to the boys and they were eager to make the frame, which they did at home, sawing and nailing laths. The girls made a pasteboard cap for it. We then procured a box eighteen by eighteen by twelve inches in size and covered it with white book paper, which I bought at a printing office. Then we stapled the frame fast to this, and the girls cut and pasted white paper to cover the frame. On the front we pasted in black letters "To the Unknown Dead." At the beginning of Part II this monument was placed on the platform. "Cover Them Over with Flowers" was sung as a duet, while the school children marched in from out of doors with bouquets of flowers which they strewed on and around the monument, finally forming in a body back of it and singing, "The Blue and the Gray." Then followed a program of recitations and songs.

CLOSING DAY

PLEASING EXERCISES

I sent invitations to patrons asking them to visit the school on the afternoon of Closing Day. For the program I selected recitations which the children had memorized and dramatized during the term. The first and second classes had several little dialogues selected from their readers. One of the older pupils prepared an original greeting. Two days previous to the event, the children stayed after school and we gave the schoolhouse a thorough cleaning. I bought paper clips and tacks. I carefully sorted the drawings and all the written work which the children had handed in during the term. I tacked twine on two sides of the room,

stretching it very tightly. By means of the clips, I fastened the drawings to the twine. At intervals along the wainscoting I tacked posters done in crayon work. The written work, penmanship, and compositions I arranged on a long table. On Friday morning one of the eighth grade boys gathered ferns, and we put ferns, long-stemmed roses, and peonies in big Chinese vases. On Friday afternoon the schoolhouse was crowded. After the program I served ice cream and cake.

GETTING ACQUAINTED PARTY

Instead of having an elaborate entertainment for the grown-ups on the last day of school, we had a "really truly" party for all the little ones in town who would start to school in September. I secured a list, and to all these little tots invitations were sent. The invitations were little daisy booklets made by the third grade pupils and were worded,

"Mistress Mary, quite contrary,
How does your daisy grow?
Come to our party on Friday next
If you really want to know."

With each invitation the teacher sent a personal letter, and in many cases personal visits were made. Thirty-five little guests came, each under the escort of a pupil whose particular charge he was. As they arrived, each was given a large paper daisy mounted on a stem and adorned with paper leaves (made by second and third grade pupils.) Each daisy was "planted" in a tiny flower-pot filled with sand, and the little ones were told to look again before going home to see if their daisies had grown. In the bottom of each pot was placed a tiny souvenir whistle wrapped in tissue paper which was attached to the daisy by a string while the children were playing games. Great was their delight when, upon being told to uproot the flower, they discovered them.

For games we had the "Daisy Chain," planned after hare and hounds, and utilized daisies to mark the trail instead of bits of paper. At the conclusion of this chase small glasses of orangeade were served, for the wonderful trail led to a big punch bowl behind a screen. Then came a "Daisy Bag" contest, like a bean-bag game, and a "Daisy Hunt" like hunt the thimble. The contest of "Daisy Faces" was carried on by providing each guest and

escort with paper, pencil, and scissors, and setting them to making faces from the flowers. Then, while the phonograph played, the children marched to the playground and played till the bell rang. When they marched back, what a transformation! A "fairy" had changed the schoolroom into a dining-room. Two little napkins were spread out on each desk, and on each had been placed a big bread and butter sandwich, two peppermints, and another glass of orangeade.

PLEASANT PROGRAM

For several years a picnic or exhibit and program had marked the last day of school. This time the children were clamoring for something new and so I enveloped my plans in mystery. The children were asked to bring their lunches and come early. By 8:30 all were present and very expectant. First we gathered around the flagpole and sang patriotic songs and heartily saluted the flag when it went up. Then we carried water to the shrubs, trees, and flowers and, since we were to leave them for many days, we appointed a committee who promised to visit and care for them. The bell called us inside where we held a rapid mental number drill—something the pupils always enjoy. For a rest period they listened while I played on an autoharp. We then marched outside and, after tidying the yard, indulged in some circle games. The bell rang again and we seated ourselves quietly while I read aloud the closing chapters of a book we had been enjoying. Then we had an enthusiastic spelling match and sang some more. Next we engaged in solving geography puzzles.

It being nearly noon, all books were packed, the room put in order, and the pupils requested to take their lunch boxes and follow the leader. Many were the conjectures as to our destination. After a pleasant walk down lanes, through fields, and over brooks, we came to a delightfully shady spot in a wood, where we seated ourselves for the lunch hour. We sang, told stories, recited rhymes, and ate. By and by we started back, picking flowers on the way.

Again the bell called us in, and the children were asked to draw a tail for the donkey that appeared on the board. Each child was blindfolded in turn and the fun was hilarious. Several other games were played but while the interest was still high, pupils were sent to their seats and the teacher, with a few closing remarks, read the promotion percentages, presented some prizes, and gave each child a booklet containing the teacher's photograph and reminders of the past school year.

CONSOLIDATED PROGRAM

About a month before school closed I obtained a book on "Patriotic Pageants." I teach in a small country town where there are only two teachers. There were hardly enough people in the town to give a good pageant, and, as we had been trying to get a consolidated school, we decided to have a consolidated program. We asked all the schools in the township to join us in giving a historical pageant. Each school was to interpret some period of United States history in any way they liked.

We asked several speakers to come out and give us speeches in the morning. At noon we had a big basket dinner, and at two o'clock our pageant began. First we had a march of all players in costume, led by the Goddess of Liberty. Then the district having the earliest period of history, "The Indians before the coming of the white men," showed the Indian warfare and some Indian dances and games. As we had the most people in our district, we showed "The Puritans in America." We represented the home life of the Puritans, an Indian attack on a church, and the battle that followed. Then children in costume gave a pretty Maypole dance. The next district gave a very humorous scene from a southern plantation, showing the life of the negroes, and some of their dances and diversions.

All declared this pageant a great success. The work was distributed among the districts so no one district was burdened. It roused much interest and enthusiasm, among both parents and pupils, and taught the children more history and patriotism than a year's study could have done. Some of the parts were composed for the occasion and others taken from books. The schools did not have to practice together as each part was a separate unit. We gave an ice cream social to pay for the costumes, which were made by the girls.

MISCELLANEOUS

THE HECTOGRAPH AND ITS USE

THE hectograph is invaluable in making large numbers of copies of pictures found in teachers' magazines, designs, examination questions, etc. In preparing copy for the hectograph use unglazed paper and hectograph ink, allowing the ink to dry thoroughly. Dampen the surface of the hectograph with cold water and dry slightly with newspaper. Place the copy face downward on the hectograph, and press every part of the paper down gently with a soft cloth. Allow it to remain from two to five minutes, according to the number of copies desired, then peel it off slowly. Then, by placing on one sheet at a time, as many copies can be made as are desired.

After using the hectograph, clean it thoroughly with moderately hot water, and partially dry it by blotting with a newspaper. Allow the surface to become hardened before using it again.

RECIPES FOR A HECTOGRAPH

1. One ounce of French gelatin, six ounces of glycerine, and a tin pan about the size of a sheet of foolscap paper and one inch deep. Soak the gelatin over night in enough water to cover it. Bring the glycerine almost to the boiling point; pour off the water, and add the gelatin to the hot glycerine. Heat it for about an hour but do not allow it to boil or form bubbles. Remove from the fire and pour the mixture into the pan. Set away in a cool, clean place to harden.

2. One ounce of fish glue and six ounces of glycerine. Soak the glue in cold water until soft. Drain off the water. Put the glue on the fire to melt, but do not bring it to a boil. Warm the glycerine, and add it to the glue. Add a few drops of carbolic acid. Mix thoroughly and pour the whole composition into an oblong pan large enough to receive a letter sheet. In mixing and pouring, try to avoid the formation of air bubbles. If they occur, prick them while the composition is still warm. Set the pan aside for a day or two, where it will lie level and undisturbed.

3. Six ounces of glycerine and four of transparent French gelatin. Dissolve the gelatin in a gill of water; add the glycerine; boil until a thick syrup is formed. Pour the mixture into a tin baking pan, being careful to blow away all bubbles that may form.

4. Four ounces of glycerine mixed with as much whiting as can be kneaded into it. Roll the mixture out until it will fit the bottom of an ordinary biscuit pan. Put it in the pan and it is ready for use.

5. Take three parts glycerine, two parts gelatin and one part water. Heat the glycerine and water. Dissolve the gelatin and pour it into the glycerine. Let them boil until they are thoroughly mixed. Have a double slate of the required size where it is level and need not be disturbed. Pour the hot mixture over the two inner surfaces of the slate. When cold it is ready for use. Great care must be taken to have the slate level so that the gelatin will be smooth when cold. If it is not smooth it must be remelted. If it does not stiffen in a reasonable length of time, heat again and put more gelatin in it.

Any copying ink will work, but the regular hectograph ink is better. The copy must be made on a smooth finished paper but the copies made from it should be taken on common print paper. Any of the hectographs described can be cleaned with a sponge or soft cloth wet in warm water.

6. Take an ordinary, oblong baking tin about one inch deep, six ounces of white glue, and one pint of glycerine. Dissolve the glue in a tin can placed inside a kettle or other vessel containing boiling water, having added to the glue a little boiling water. When dissolved thoroughly, and not before, add the glycerine and boil for ten minutes, stirring carefully to be sure they are well mixed. Pour into the baking tin carefully to prevent as far as possible the forming of bubbles on the surface. Bubbles that do form must be broken by a pin or scraped to one side and removed. When a smooth surface is obtained the pan must be made level and left to cool.

THREE RECIPES FOR PASTE

1. Dissolve two tablespoonfuls of powdered or corn starch in a little cold water, to which add a quart of boiling water and cook three minutes. The consistency used for laundry purposes is about right.

2. One tablespoon of alum; one quart of water; one half-pint

of flour. Mix the flour with a small quantity of water and stir into a cream. Dissolve the alum in the water and bring to a boil; stir in the cream and cook for twenty minutes. Stir while cooling, strain, and add twenty drops of oil of cloves.

3. Dissolve one ounce of alum in a quart of warm water. When it is cold, add as much flour as will make the mixture the consistency of cream. Stir in a teaspoonful of powdered resin and three cloves. Boil until the paste is of the consistency of mush. This paste will keep twelve months and is an absolute success. It really sticks and holds; more than that, it is inexpensive and easy to make.

BUYING A PHONOGRAPH

Mine was a summer school in a beautiful mountain park, twenty miles from a town or railroad. The inhabitants are snowed in four months of the year. I found that the people were very well informed but had no music. With the hope that a phonograph would make the school a happier home for the children and a social center for the older ones, I talked up the idea and gave a box social. From the baskets and money sent by those who could not come we made thirty-nine dollars. There were preferences for different makes, but we finally settled upon one of the late model machines, which we bought, together with eighteen records. Later, we gave an ice cream social and entertainment and made enough for eleven more records.

WORK AT A TABLE

I wonder how many teachers realize the usefulness of an extra table in the schoolroom. My table is a home-made affair, combining sand-box and table in one. The box is a picture crate lined with oilcloth. The cover is somewhat larger than the box. It fits snugly but is easily removed. The table also is covered with oilcloth. It is low enough for the tiny children. I have six small red chairs. The children enjoy eating lunch and playing games at the table. In school time it is an incentive to better work. When the real work is finished, the babies may go to the table to work at sewing, painting, etc. We can have work which would be difficult to give if the children were scattered over the room among more advanced pupils, such as paper-folding and cutting, stick-laying, number work in which room is required, work with corn, shells, or shoe pegs.

EARN AND RENT A PHONOGRAPH

The phonograph has been a great help to my primary room, where before we had no musical instrument at all. The Women's Civic League gave us ten dollars as a starter, and we are earning the rest. First we gave a concert in which the children's performances alternated with numbers from the machine. On the Twenty-Second of February we gave a colonial minuet in full costume, pictures of which were taken and sold to finish paying for the machine and buy us many new records. Marching, skipping, and gymnastics are now a delight. But best of all are the folk-dance records. It has always been hard to teach the folk-dances without any music except the children's singing, and now, with the records, they almost teach themselves. For a few minutes' quiet recreation nothing could take the place of the phonograph, and we would not part with it for anything. We have been able to rent it several evenings for home dances with some dance records that were given us, at one dollar per evening.

EARNING A LIBRARY

Why should not every primary school have a real library? We have at present seventy-eight volumes. How did we do it, you ask? During the first year of my work in this primary room I felt the lack of a firm foundation in children's classics. I pondered the matter over, and at last struck what seemed to me to be a splendid idea. I got some pictures of the different authors and each Friday for a month we talked of each author. I gave each child a picture of the author we were discussing, which they mounted. Below the picture they wrote a selection from the author. On the other side of the picture the child's name was written and this request, "Buy me for ten cents, and become an honor member of our little library." When we had one hundred fifty pictures ready, I asked our local newspaper to print a little article I had written about the need of a good library in our school and what the children were doing. One noon hour each child took three pictures (there were fifty children) to sell. When I started to school for the afternoon session I could hardly get to the building, for from everywhere the children came running. Every picture had been sold and more were wanted. We cleared twenty-five dollars. With this we started our library and what a source of wealth it has been to the pupils and teacher ever since!

ADVANTAGES OF A SCREEN

A screen two feet high, having two folds each four feet long, and covered with burlap, is a good investment. It can be placed around groups of shy or too eager little workers, for the bit of seclusion aids many times. On the burlap may be placed drawings or writings that are especially neat, and other work. All will try to win the honor of a place on the exhibit portion of the screen. By turning the screen on end, making a four-foot height, pictures or number illustrations can be placed before the children.

HOW TO STOP NOSEBLEED

Tip the head back slightly and pass the fingers along the ridge of the jaw. About midway between the chin and the base of the ear, on each side, you will find the artery which supplies that side of the nose with blood. A pressure on this artery shuts off the flow of blood to the nose, and a clot will very soon form, which effectually stops the bleeding.

THREE HINTS ABOUT CHALK

1. Where colored chalk has to be frequently used, paste a little paper case over the crayon and avoid soiled fingers.

2. When erasing colored chalk from the board, first mark all over it with white chalk. Then chalk an eraser with the white, and you will be surprised at the ease with which the color can be removed.

3. To keep forms permanently on the board, write them and then dip the chalk in mucilage and go over the writing.

INTERESTING HOME WORK

For home work in history, geography, physiology, literature, and civics the customary study assignment may be profitably varied by requiring each pupil to bring in five or more written questions in the subject matter of the lesson to be studied. Some instruction must of course be given on the wording of the questions, and how to make them up, and it should also be required that each pupil be able to answer the questions he brings in. A pretty thorough study of the text is necessary to produce questions, and these may then be used as the basis of an oral recitation.

VACATION STUDY

Usually when school begins in the fall, the teacher finds that her primary pupils have forgotten a great deal of what they had learned in reading during the previous term. I have found the following plan helpful: at the end of the school year I distribute a number of old readers, supplementary books, and library books to the pupils, to be read and used during vacation as their own. Although the books are worn, the children love to read and dramatize the stories and study out new words. When school begins again in the fall, they are very eager to read and tell the teacher of their vacation stories.

HOW TO USE CLIPPINGS

A collection of clippings from educational magazines becomes a great help in methods, and may add much pleasure to the daily work in the schoolroom. If cut and collected in a way which is condensed, they are easily cared for and become a source from which an interesting lesson on almost any subject can be chosen as quickly as one may choose a book from a card catalogue. This idea has been carried out with clippings from "Normal Instructor-Primary Plans."

The following clippings have been arranged: borders of flowers for the blackboard; pictures to hectograph; pictures with short stories for seat work; pictures with corresponding word, such as a hen, a lily, etc.; Dutch pictures, number cards, pictures for sewing cards; patterns of toys; language lessons; methods in reading; suggestions for nature work; sand-table ideas; lives of artists and their masterpieces, and many others. The beautiful borders of Mother Goose rhymes, by Bess Bruce Cleaveland, may be traced on tissue paper and kept indefinitely. They may be used in a number of ways, and are always a delight to the children.

CELEBRATING BIRTHDAYS

At the beginning of each month I look over the register and make a list of the names of the children whose birthdays occur in that month. It takes but a short time to make the required number of cards. I make them from pictures cut from magazines and mounted on heavy drawing paper. A touch of the brush is given when it will add to the attractiveness. Under the picture I print

a birthday sentiment. A large envelope on which is printed in heavy type the word "Birthdays," is kept on the chalk tray. During opening exercises, after the announcement has been made, the little fellow whose birthday it is walks shyly to the envelope and, as he draws out the little souvenir, made especially for him, the look of pleasure on his face more than repays for the extra work. While the happy little recipient stands in front of the school, the children sing a little birthday song for him, each one anticipating the time when his birthday will bring him a like honor.

SEAT WORK RECEPTACLE

I solved the problem of the disposal of seat work material by tacking on the wall, under a window, a strip of green burlap two yards in length. On this I had previously sewed pockets of various sizes.

SUCCESSFUL MAGAZINE CLUB

My locality has enjoyed a magazine club for nearly twelve years. It numbers fifteen farmers' wives, some of whom live eight or nine miles apart. As members have moved away or resigned, others have been admitted to take their places. An election is held in October (usually) as new clubbing offers are then issued. President, vice-president, secretary, and treasurer are elected. Each member pays one dollar for magazines. The magazines desired are mentioned and each voted on until the funds are exhausted. A great saving is effected by sending to a newspaper and magazine agency. The secretary makes out and sends the order. The names of magazines to be taken are placed on slips and folded and some blanks added, if necessary, to make fifteen slips. Each member draws a slip and the magazine she draws comes to her address for the year. Each magazine may be retained two weeks. She is expected to bind it durably and pass to the next member, who passes it on to the next, and so, on until it reaches the beginning place where it is stored safely until time for the division of the magazines. This is usually about a year and a half later, which gives ample time for every magazine's return to its original sender. These old magazines are divided by lot, a complete year's file to the members drawing the names.

As to the club meetings, members call a meeting when convenient. Sometimes one member entertains alone but more frequently two or three unite forces. After a business meeting re-

freshments and a social time are enjoyed. In winter the men and children are often invited for an afternoon or evening meeting. The club is patriotically called the "Goldenrod Magazine Club." As a rule twelve magazines are taken, which gives each home the reading of 144 excellent magazines. Children from these homes seem unusually well informed and intelligent. A teacher who could start such a club in her neighborhood would be doing work to uplift and educate it, as well as to enhance its pleasure. The best time to begin is fall or winter, when the farmer-folk have time to read

TEACHING KINDNESS TO ANIMALS

I began the work in my own room among pupils of the third and fourth grades. We organized a Band of Mercy and began a contest for new members, the girls taking one side and the boys the other. When the contest ended the side having the largest number of members was given Band, of Mercy buttons, while the other members paid for theirs. We hold a meeting every two weeks on Friday afternoon in our room. We begin the meeting with a Band of Mercy song. We then repeat our Band of Mercy pledge. The rest of our program may consist of recitations, dialogues, and songs, also a talk by the teacher. These talks are reviewed at other meetings by the aid of questions. Sometimes we dramatized some story about an animal and sometimes let the children tell experiences in which animals play a part.

LOOSE-LEAF BOOKS FOR CLIPPINGS

The chief value of loose-leaf books for keeping clippings lies in the ease and rapidity with which the material may be shifted from point to point and classified and reclassified as occasion requires. The covers of loose-leaf books are expensive and their fillers are high grade paper. The writer's method of making an inexpensive book is as follows: buy five hundred sheets of cheap yellow paper, such as is used for making carbon copies. This will cost from thirty to fifty cents. Get some paper clips, which can be had at two for five cents—the kind that snap together with a spring. Two little projecting metal pieces at the back when pressed together open the mouth of the clip and allow fifty or more sheets of paper to be inserted. These pages may be shifted more quickly than in any other kind of book. When provided

with paper and clips, all that is necessary is to paste the clippings to the yellow leaves. It is not necessary to daub them all over with paste; use a good library paste and spread it thinly down the center of the clippings. If the clipping is longer than the yellow sheet, double it back upon itself with a double fold. You can start with one clip, keeping all the sheets relating to one subject together. When your "book" becomes full, separate the subjects by making two "books." Keep doing this and in the end you will have a "book" on each subject. It is surprising how much information a teacher will find that she wishes to preserve when once she has learned how easy it is by this method.

HOW TO MAKE A CLASS BOOK

For the past ten years I have superintended and helped my grammar grade pupils in a city school to make a class or exhibit book. We secured a large scrapbook, and pasted into it the very best work of each pupil in the room, in each branch of study. Our books show beautiful work in historical maps and sketches, physiological charts and diagrams, business methods, forms, arithmetic, drawing and painting. The last class drew names by lottery, and wrote a biography of each member of the class. This biography, together with a picture of the pupil as he sat at his desk in the classroom, was placed before his work in the exhibit book. This was done because many high school students visit us each year purposely to look at their old class book.

MOTHER AND TEACHER CLUB

Last year the women of the neighborhood formed a Help-One-Another Club, and I was glad to join them, for by doing so I saw a way to bring the mothers of my pupils in touch with the school. The club meets every two weeks in the afternoon at the homes of its members, and when it is my turn to entertain I have them come to the schoolhouse. On club days the children are always willing to let me shorten intermissions or call school earlier in the morning so that I can get to the place of meeting an hour or more before the club adjourns. When the club meets at the schoolhouse we have a program, an exhibit of the children's work, and refreshments. I find it a great incentive to the children to work for these exhibits, and the club members have developed great interest in them and in the school.

WIRE POST CARD HOLDER

Procure a wire post card holder and tack it up in the corner used for displaying work. The holder will save many valuable minutes. If it is placed low the children themselves may arrange the papers which are chosen for such display.

DOLL-HOUSE TO HOLD LUNCHES

Obtain at a five and ten cent store one of the children's doll houses. Set it on the table or window sill. Use it as a lunch station. The children may put their lunch boxes in the little house for safe-keeping. This makes a safe and sanitary method of keeping the lunch and overcomes the danger of nibbling at it during working periods.

INDEXING EDUCATIONAL JOURNALS

I wonder if you have found the same difficulty I have in knowing right at the time which magazine has the article that you wish to use? I have thought of a way in which I may keep my journals without cutting them and still be able to find just what I need in a short time. I bought a five-cent notebook and made a minute index to each journal, adding, here and there, where I thought it would help, a short explanation of the article.

A "FINE" PARTY

Teachers in search of something new in the way of raising money may be interested in a "fine" party. It was on the order of a hard-time party, fines being imposed on all wearers of jewelry, gold teeth, polished shoes, ribbons, curls, mustaches, countable buttons, or other evidences of wealth. Those not dancing were fined, whether they had made any effort to secure partners or not. This created a vast amount of fun, boys being hopelessly in the majority. Of course this fine would be omitted in case girls predominated; and where dancing is discountenanced the regular amusement of the locality would be substituted. The fine was in all cases one cent, except for old offenders, the fines progressing one cent with each offence. Guests were fined one cent for coming in, and the same for going out again. Refreshments were offered at twenty-three cents a plate, two for forty-nine.

"MOVING PICTURE MACHINE"

Take an ordinary pasteboard shoe box from which the lid has been removed. Cut an opening about five by six inches in the bottom of the box. Turn the box so as to have the window toward the class. About one inch to either side of the opening, and out of view, place a small wooden roller fastened to the bottom by a small steel pin and projecting through the top about one-fourth of an inch. On the projecting portion of each roller place a handle. Upon long, narrow strips of paper write or print number combinations, phonic sight keys, phonograms, or drill words. Fasten one end of the strip to one roller and turn the handle to wind up the film, the other end of which is then fastened to the second roller. Then the "machine" is ready for operation in either direction, the written or printed matter passing before the window. This method of presentation enforces a great degree of attention and quick, accurate thinking and response. Simple reading lessons may also be presented, the brief exposure increasing attention and concentration, and demanding ready interpretation.

COUNTY FAIR EXHIBITS

First Grade. A house built of two orange crates and furnished by children. The furniture is made by folding tag board; it is more attractive when stained. Rugs can be woven for floors and curtains made for windows. A vase may be molded of clay to hold paper flowers. Clay modeling offers many ideas. One is to have a pasteboard coop of clay chickens; another, clay baskets with colored clay apples.

For paper cutting, a barnyard; Hiawatha; circus parade. For weaving, rugs, hammocks, colored paper baskets, rulers, and bookmarks. Woolly animals may be used in paper tearing.

Second Grade. A representation of the first Thanksgiving; paper-cutting; weaving of mats, napkin rings, and baskets. In sewing, simple bags with designs in darn stitch done in huckaback; handkerchiefs. Written work and drawings.

Third Grade. Written work of simple stories and drawings. Calendars, with fruits or vegetables to mark the dates instead of figures. Mounted drawings, for match scratchers and blotters. Memory gems and spelling booklets. For sewing, work aprons done in chain stitch, pin balls, a quilt made by all the girls. In woodwork, miniature log cabins, gavels, chairs, tables. In paper

cutting, "Robinson Crusoe," "The Night before Christmas," and other stories, illustrated.

Higher Grades. Use natural grasses for making mats and baskets; hats of cotton and cornshucks. Doll clothes and articles for themselves offer ideas for the girls. The boys can make various things of wood; white pine can be carved into match holders, razor straps, book racks, tie racks, and key racks; willow can be made into chairs and benches. Geometry classes may work out figures in wood.

RAG BAG CHORUS

One day when at the limit of ideas for program numbers, the thought of having a Rag Bag Chorus suddenly came to me. I termed it "rag bag" because the costumes were, for the most part, recruited literally from the mothers' rag bags. The idea was for each one to rig up himself or herself in "any old dud," the more worn and incongruous the better. One girl wore a farmer's big sun hat (part of the crown missing) trimmed with a big bow of the brightest green ribbon on the edge of the left rim. Another wore an old house dress of her mother's on which were sewed patches of all colors. One had on a white night cap and an old-fashioned silk dress. There were sunbonnets and old lace hats and kitchen aprons. The boys were rigged up in dilapidated pantaloons, discarded vests, jumpers, red handkerchiefs, stovepipe hats, and what not. But the one who presented the most ridiculous costume was a boy attired in a swallow-tailed coat and carrying a child's bluesilk parasol over his head. As there was too little time to learn a new song, the pupils presented several old ones which they could sing well. The Rag Bag Chorus was obliged to visit every grade in the building and repeat its performance.

SCHOOLROOM DOLL

Do all second grade teachers know the joy of having a doll in their schoolrooms? If not, I hope they will try the experiment. The fact came home to me last Christmas when a friend, who was wishing she had some one to give a doll to, suggested giving one to the girls of my class. The doll was unbreakable. We named her Margaret, after the giver. If ever a doll was loved, this doll was. I was surprised to find how fair the girls could be about her. During school hours Margaret was relegated to a position of honor at one side of the room, or in a vacant seat. But before

school, at indoor recess, and on special occasions like going to assembly, she was the center of interest. On these occasions she was carried by some one who had been trying to help during the preceding session. Then, too, her presence in the schoolroom helped along hygienic lines, for the girls tried to keep her very clean. Her clothes were laundered every week; the privilege of washing them at home was spoken for weeks ahead of time. She has a new dress often. One of the small lads said his sister of twelve loved to sew and he'd ask her to finish the dress I had cut out. He proudly carried it home, and in a few days the dress came back. Some of the stitches were not exactly tiny, but Margaret had made two more friends and the art of sewing had been given a new dignity.

ASSOCIATION OF RURAL TEACHERS

We have had, for three years, an association of country teachers numbering several hundred members. This association stands for all that is truly uplifting in country life. It urges that every country teacher become a social leader in the community; that she should, by vitalizing and enriching the course of study, make it touch the life of the country child; that she should, by means of patrons' meetings, school entertainments, girls' and boys' clubs, etc., make the school the social center of the community; that her influence should be felt in lifting the community to a higher plane of living; that she should be trained for this leadership, and also that the normal schools should provide this sort of training for rural teachers. This means, fellow teachers, that we in the country have a broader field in which to work than we ever dreamed of before. It means that we must enrich our own lives; that we must awaken to a full comprehension of our duties as teachers, and the significance of the leadership idea.

SURPRISE PROGRAM

It is a pleasure for both the teacher and pupils to have what I call a "Surprise Program" some Friday afternoon. About two weeks before the appointed time explain to your pupils what a "Surprise Program" is and have them begin to prepare for it. Tell them that each one is to prepare at least one thing for the program and that they are not to let any one know what it is. Several children can plan together and give some charades, or a

dialogue, or a song. Do not invite any visitors but just have each one do something in this way for the pleasure of his schoolmates. It would be well to place several books of poems, dialogues, charades, and songs on the desk and tell the pupils they can select their parts from them, if they wish, or from books at home. If you ask each pupil, before the program, to write on a slip of paper the name of his selection, you can take the slips and arrange them into a program. Before commencing the program you might tell the pupils that they are the audience and that the one who is speaking is doing it for their pleasure, so they must listen quietly. When one has finished reciting allow them to clap their hands as a way of expressing their appreciation. It will be an added pleasure to the children if you can surprise them by giving a recitation or a song.

FEEDING WINTER BIRDS

We feed the winter birds. We have a feeding ground in the wood behind our schoolhouse. We save our crumbs and bits of bread and apple cores every day, and sometimes we bring food from home. Just before nine o'clock we go down there together and take with us a plank about eight feet long and the food scraps we have. The birds are waiting for us. We lay the plank down on the snow and scatter the crumbs over it so that the birds do not stand in the snow. We also take some tepid water with us, as the birds enjoy a warm drink when the weather is frigid.

UTILIZING OLD MAGAZINES

Our school collected old magazines, books, and newspapers. Many housekeepers were more than glad to give them to us, as they accumulate so fast. Having obtained a good-sized donation, the teacher and pupils looked them over for material. The nature stories printed in the daily papers were cut out. The covers of the magazines furnished pictures for the younger pupils. Scrapbooks were made by the older pupils, including poems, stories, puzzles, funny sayings, and pictures. The left over pages were torn into small bits and soaked in water. When the mass was of the right consistency, glue was added and a material made from which relief maps were formed and from which the little ones made baskets, flowers, and animals. These when dry were given a coat of paint. When everything that could be used had been

taken from the collection the boys tied the remains into bundles and sold them to the junk man, thus adding to the amount we were saving for pictures and phonograph records.

CIRCULATING MAGAZINE LIBRARY

Twelve numbers of a certain magazine were presented to our school. They were circulated through the children in the different homes, most of which are not well supplied with magazines. So popular did this circulating magazine become that appeals were made to friends, and as a result, back numbers of fifty different magazines were donated, including scientific, pictorial, fashion, fiction, and religious. Most popular among the Italian mothers, who all love to make lace, are the publications that have embroidery or lace patterns in them. The children carry home the books and bring them back, so no expense is entailed except the time it takes to keep a record of the lending and returning, which I give gladly. I have reached many homes through the magazines in just the way that I wished. I have found that they have brought about a higher grade of home reading and also more reading by my pupils. My foreign children express it this way, "Miss L, select a magazine for me that is simple, so I can read it to mamma." At the end of the year I distribute the magazines to the children and start with a new set.

FRIDAY NIGHT VISITING

I have solved the problem of school and home cooperation, at least for my rural school. It might not work so well in a city school. I have selected every Friday as my visiting day. I go to the pupil's home after school and in most cases stay till the next morning. The pupils look forward with great pleasure to the Friday when they can claim me, and I feel sure the parents like it. To be sure I am sometimes tired Friday afternoon, but I march along like a soldier, knowing how much it means for the success of my school. While visiting, I first bring up the incidents in school that I think need discussing. I explain the methods that I know the parents are a little puzzled about. I encourage the parents to ask me questions about discipline, teaching, and the work of their children. After the professional discussion we have an informal visit where all "shop talk" is left out. In order that the parents may know when to expect me, I take as many little square pieces of

paper as there are homes represented in my school and number them 1, 2, 3, etc. The eldest pupil from each home draws a number. The child who gets Number 1 can claim me the first Friday, and so on, until I have visited all the homes, when I begin again at Number 1. Should something turn up to make it impossible for me to go, I send a note to the home the day before. The parents send me a note if they are unable to receive me.

DOINGS AT THE SCHOOLHOUSE

To the teachers who are interested in rural school work and who know the importance of getting the cooperation of the patrons, I want to tell my experience in a neighborhood where I taught three years. Our school began the first Monday in September and the second week of that month the county fair was held. Prizes were offered for school exhibits and we decided we must have our school represented. So four of our pupils—two from the sixth and two from the eighth grades—sent in maps of the state, and one little girl from the second grade sent in a baking of cookies. One eighth grade girl took first prize and one of the sixth grade girls took second prize in the map exhibit, and the second grade girl took second prize on her cookies. We were so pleased over this success that we decided to have a school fair of our own.

I arranged for every pupil in school to bring something to exhibit. The boys brought kaffir (both red and white) Milo maize, Indian corn, broom corn, cane, feterita, pop corn, wheat, and Sudan grass seed. As each child brought his exhibit, I took it, numbered it, and put a number corresponding to it in a book with the name of the child who brought it. All of the grains were hung on the wall in the front of the room. The older girls brought cakes that they had made and the little girls, from seven to ten, brought cookies and doll aprons that they had made. We also had school work on exhibition. For judges, I chose three disinterested persons, who were provided with blue and red ribbons, which they pinned on the exhibits, blue ribbon for first prize and red for second. After the award of prizes, we told the visitors that we had a surprise for them. This was our program, which lasted over one hour and consisted of drills, dialogues, and recitations. We had about forty visitors. The girls cut their cakes and served the guests.

We had needed several things for our school, so we had a pie

supper to raise the money. Some of the money we used to buy a dictionary and books for the library. We also bought a two-bottle Babcock milk tester at a cost of \$3.85, which we used in our agricultural class and also to test the cows in the neighborhood. During February we had a milk testing day. The class brought samples of milk which we tested, with the aid of the county agent who was present.

CHURCH REPORT

As an occasional Monday morning exercise the children answer roll call by telling where they attended church the preceding day, giving the name of the preacher and, if possible, the text or some thought from the sermon. Those who are not at church may give a similar report from Sunday school. Any one who attended no service recites a Bible verse or tells a Bible story.

HOMECOMING DINNER

Did you ever have a Homecoming Dinner? Try it sometime and see if old and young do not freely give of their best selves to the melting pot of general enthusiasm. All former pupils and teachers, with their families, were invited through the columns of the newspaper. Several early settlers who had experienced the pioneer struggle of Kansas, and who either lived in the district or had until recently lived there, were interviewed and gave promise of short talks. The children in the school prepared a program. We had great fun making quaint folk-dance costumes for the girls and Indian headbands for the smaller children. The schoolhouse had been newly decorated, fresh cheesecloth curtains were made by the mothers of the pupils, bright red sumac leaves were gracefully banked over the bookcase and pictures, and goldenrod and asters were arranged effectively on the organ. Our small kitchenette was equal to the task of furnishing coffee for the crowd we expected.

On the eventful day the long, paper-covered tables groaned with fried chicken, salads, sandwiches, cakes, jams, and fruits. The program consisted of simple effective talks. The fortunate children of the present generation were told of the hardships of pioneer days. Often the lighter side of those early days was touched upon, but more frequently the theme was the pathos and the tragedy. Songs and folk dances were given by the children at

intervals. The last person on the program was the county superintendent, a former teacher in the district, who read some letters and greetings from former teachers. It was interesting to have a pupil of the first school present, as well as two pupils of pioneer days whose children and grandchildren had attended the school.

PRESERVING AUTUMN LEAVES

Ask the children to find beautiful maple leaves in the different shades of crimson and yellow. Keep them moist until used. Buy a pound of rosin and pulverize it. Spread several newspapers on a desk and on one corner of the newspapers put a small handful of the powder. Take a hot flatiron, hold it in the rosin a second and then quickly iron the leaf. The leaf will now present the appearance of having been varnished and the colors will stand out beautifully. The leaves may be utilized in decorating the school-room. Fasten to them very fine wire cut into two-inch lengths, and catch them at intervals along a dark string.

ORGANIZING INTO A CLUB

One of the most successful experiments I have tried in school was a club comprising all the members of the school. We met for half an hour every afternoon immediately after lunch. Our officers consisted of a president, a vice-president, and a secretary, chosen by the club members and holding office for a month. Only fifth and sixth grade pupils were allowed to hold the office of president. Any pupil down to the second grade might be vice-president or secretary.

Besides the officers of the club, we had monitors to do the work of the school: the kindling was chopped, the wood brought in, the coal bucket kept filled, the erasers dusted, the desks put in order, and the books properly arranged in the cases, without a word from me. The monitors gave their reports in meeting every day, and any one who gave a negative report was looked upon with great disfavor by the rest of the club. Each child wanted to do the hardest things, and it was considered the greatest favor to be allowed to hold the position of two monitors at the same time.

Our routine was as follows: after hearing the secretary's report and the reports of the monitors, the president asked for business. Offenders on the playground were brought up, heard, and punished by the club. After the first month or so there was

not much of that sort of work to be done. Punishment by the school proved very much more effective than punishment by the teacher; and I may add that it was very much more forcible, too. Then came the discussion of current events. I was utterly amazed at the readiness with which the children discussed the European war. Even the third graders could point on the map to the fields of action, give a line-up of the countries in the war, and follow the general trend of affairs. Before the close of the meeting we sang and had readings or stories by pupils or teacher.

A "BEAUTY CHAT"

If you are "dead tired" after a day of teaching, hurry home, get into something loose and comfortable, and lie down for a half hour. Relax every nerve and muscle and try to keep your mind a blank during this period. Try to fall asleep. On rising, take a "wake-up bath" if the feeling has not entirely disappeared. One of the best of these is a salt bath. Take a few handfuls of coarse salt, preferably sea salt, and just cover it with enough water to make it slushy. Gathering this up in handfuls, rub it over the body and then rinse in clear, cold water. You will be surprised how "new" you feel.

If your face looks tired or worn, one of the best remedies is that used by the English girls to keep their complexions fresh. Fill a basin full of cold water. Take a deep breath and then plunge the face down into the water. If it gets into the eyes, so much the better.

Perhaps, too, your back feels "all gone," and you detect signs that you are growing round shouldered. This simple exercise is a corrective for these ills: pull out a chair with a straight back and turn so that your back is against the back of the chair. Bend slowly as far backward as possible, raise yourself, and bend forward till you touch the floor.

HOMEMADE MODELING MATERIAL

Take two tablespoonfuls cornstarch, four tablespoonfuls salt, four tablespoonfuls boiling water. Mix the cornstarch and salt in a small saucepan, pour on the boiling water, and stir until the mixture is soft. Place on the fire and stir until it forms a soft ball; take off and knead for ten minutes. If the material crumbles, add a little boiling water; if it sticks, dust the hands with

cornstarch. This material can be kept plastic by wrapping it in wax paper.

The advantage that this homemade material has over plasticine is that the child can keep the articles that he models, for it hardens as it dries; and so china for the doll's house, marbles, and articles of that kind can be used with satisfaction.

A BUSINESS FIRM

My six boys and I formed a real, true, cooperative company (that makes real money) under the name of "Boys' Chair Caning Company." We elected officers and directors, appointed a business manager, and issued stock, giving certificates for the same. In this way we raised a capital of one dollar, the shares being five cents apiece and each boy buying from one to four shares. With this we purchased a bunch of medium cane for seventy cents. The boys brought suitable awls from home. Now we were ready to do business.

We soon had plenty of chairs to reseat, for we charged only thirty-five cents; the "going-price" is fifty cents. The first bunch was enough for four chairs. Then we bought another bunch and five cents' worth of binding cane. We have now finished seven chairs and the eighth is nearly done. We have over two dollars in the treasury so we can buy reed and raffia to do other kinds of work, which we shall sell at the Girls' Sewing Club fair.

At the end of the year the company will probably dissolve, each boy receiving not only face value of his share but about two hundred per cent interest. In this enterprise the boys get drill in actual bookkeeping.

PROMOTING SOCIAL ACTIVITIES

There was little or no social activity in the neighborhood in which I taught, and we undertook to remedy the condition. First we had a spelling school, inviting everyone to come and spell with us. The visitors took sides against the school and the school spelled them down. The rest of the evening was spent in ciphering.

Then we had a box supper. The school gave a program and we had a splendid time. The money was spent for a globe, a water fountain, and other supplies. In November we had another old-fashioned spelling school, gave a short program, and served refreshments consisting of coffee and cake. December gave us an

opportunity to have a Christmas tree. In January we had another spelling school; in February a pie social. In March we invited a neighboring school to come and spend the afternoon with us. We played games and spelled down. In April one of the progressive men of the neighborhood was invited to come and talk to us on up-to-date farming and agriculture. On the last day of school all the ladies of the district came and served dinner in the schoolhouse. In the afternoon we had a program.

I found that these monthly entertainments added a great deal to the interest of the pupils, besides bringing home and school closer together.

KINDNESS TO ANIMALS

One cold day a mischievous boy found a dirty, hungry, crippled little kitten and brought her into the schoolroom. Instead of scolding as he expected, I [picked up the poor little thing and stroked her fur. Then I held her in my lap while we proceeded with our lessons. We named her "Orphant Annie" and the children shared their lunches with her. Some who lived close to the school brought milk, bread, and bones for every recess. Others brought something in the morning. Every child became interested in the cat and began to think she really was pretty. Every morning as they came in they inquired, "Where is 'Orphant Annie'?"

SAVING MONEY

Like all other schools, we needed money, so we decided to do our own janitor work. Our pay was sufficient to enable us to buy an eight-day wall clock, a water tank, looking-glass, and song books. We feel well repaid for the work, which seems a trifle, for each child is willing to do his share.

We have always made a practice of saving our waste paper instead of burning it. We collect it in bags and sell it at the end of the term. While it does not net for us a fortune, it teaches economy and thoughtfulness as to utilizing what might be wasted. The money is used for school purposes and improvements.

TINFOIL "JEWELRY"

Everybody may not be familiar with the possibilities of tinfoil for "stage jewelry." Of course, we all have covered our kings' and queens' pasteboard crowns with it, but it makes other beau-

tiful ornaments. For bracelets and earrings take a long strand, twist it tightly into a rope, and fasten the ends together. Our queens wear long necklaces made by rolling bits of tinfoil into solid balls and then stringing them like beads, first a round ball, then an elongated bit. We decorate a very sumptuous costume by sewing fringes of these little balls to the hems of sleeves and sashes. One of our Egyptian queens wore a "priceless ruby" in the center of her forehead. It was made by inclosing a piece of lustrous red bottle glass in many wrappings of tinfoil, then cutting away the center to show the jewel. Locketts are made in the same way.

TEN RULES FOR A TEACHER

1. Never discuss school affairs with the neighbors. Nothing makes a parent more angry than to hear uncomplimentary things concerning his child from an outside source. If you have anything to say, say it to the parents.
2. Be reasonable as to your associates and places of amusement. Do not go to extremes.
3. Find out the tastes of the district and try to adapt your tastes to those of your patrons.
4. Do not criticize your predecessors.
5. Dress as neatly as possible on all occasions. Avoid striking costumes.
6. Do not cut school hours short; do a little more than you are obliged to do.
7. If you are expected to do janitor work, do it and do it well.
8. Be courteous to all and do not say unkind things about anyone.
9. Take the suggestions of the school board kindly; they are well meant, if sometimes rudely put.
10. A teacher is looked up to not only by her pupils, but by all the young girls of the community. Try to make your every word and action worthy of the honorable position you hold.

Man was made for Just

Just settling.

Therefore, be a man.



